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1907

A History of
Lincoln Public Schools
1864-1907
by
E. Ruth Pyrtle



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PRESENTED BY

1907

HISTORY
of the
PUBLIC SCHOOLS

by
E. JOHN WINTER

A Thesis Presented to the Faculty and Regents
of The University of Nebraska
in partial fulfillment of the requirements for the
Degree of Master of Arts

Lincoln, Nebraska 1907

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SOURCE
OF
INFORMATION

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SOURCES OF INFORMATION

Files of the Nebraska State Journal from 1887-1907.
State Journal Office.

Files of State Superintendents' Reports,
Office of State Superintendent, Capitol

Lincoln School Board Records,
Board of Education of Lincoln, 1514 N. St.

Hayes' and Cox' History of Nebraska.

Johnson's History of Nebraska.

Nebraska State Historical Society, University Library.

PERSONAL INTERVIEWS WITH THE FOLLOWING
RESIDENTS OF LINCOLN.

Judge S.B. Pound,	Mrs. C.F. Ladd,
Mrs. S.B. Pound,	Mrs. H.H. Wilson,
S.J. Tuttle,	Prof. Fred Clements,
Mrs. A.S. Raymond,	C.E. Clements,
Mrs. C.W. Melick,	Miss Amanda Heppner,
Judge A.W. Fick,	W.J. Lamb,
Mrs. Lona Wilburn,	E.T. Hartley,
Dr. G.W. A. Luckey,	Supt. W.L. Stephens,
Dr. H.K. Wolfe,	State Supt. J.L. McBrien,
Prof. H.W. Caldwell,	Miss Jennie F. Adams,
Mrs. Peckham,	J. Barrett,
Mrs. Ed. Hyde,	Miss Anna Badger,
Mrs. Lavinia Backus,	Rev. E. P. Ludden,
Judge C.M. Parker,	Lewis Gregory,
W.E. Hardy,	Mrs. D.E. Bryan,
Stephen Hoover,	Mrs. Iva Bowers,

Miss Julia Lamb,

S.

Mr. Cornell,

TABLE I

HISTORY OF THE LINCOLN PUBLIC SCHOOLS

District No. 1 The Lancaster Colony laid out district No. 1, in the latter part of 1864, the same year that Lancaster was laid out.

First School Board This district was six miles square. The first board of directors were, Jacob Jackson, John A. Young, and Milton Gardner. The following year, 1865, District No. 2, was organized at Jackson Hill, with John Gardner, J. A. Field and W. L. Donovan, as directors.

In this district, in the dugout home of John Gardner, not far from where the present campus now is, one of the first schools of this vicinity and probably in the county was taught, in the winter of 1865 - '66 by Robert F. Thurston, with about fifteen pupils in attendance, Judge J. A. Field and his sister, Mrs. J. A. Millpott, both still living in Lincoln, four of Mr. Gardner's children and others were pupils in this school. A private school, however, was taught by Mrs.

Wilton Langdon for three months in 1864, in a room near

Private where the Burlington roundhouse now stands
school.

near 4th and U. sts. There are seven pupils
in this school. In the spring of 1865, Miss Otto taught

a school of 6 boys, children, in a room at 7th and U

sts. Mrs. Abel taught another private school on the Market
Square over a store building, in 1869.

First In 1866, the first public school was taught
female by Mr. A. S. Merrill in Lincoln or Lancaster
school.

as it was then called. This school was in the "Stone building"
on the N.W. corner of 9th and U. sts. The interior of the
building was not finished and carpets and cloth had to be hung
up around the walls to keep out the wind. There was no

floor, except the ground, and the partitions were merely tacked
up. There were some thirty pupils in this school. In the

spring of 1867, Mrs. A. S. Merrill taught a term of school
in the same building. She was urged to teach the school

by the directors, but refused because of her infant, a year
old. The directors told her to take it to school with her,
and to tell strangers, and she finally consented. So Mrs.

Merrill labored with the youth of Lancaster, with a

baby in her arms, part of the time. She lived in one end of the building, and there was a shoe shop in another part. During her term, just after an old spelling school, the stone seminary caught fire from a defective flue, and the woodwork of the building burned to the ground. In the fall of 1867 a building was erected and Geo. W. Peck taught the first school of about thirty-five pupils in the town after it was called Lincoln.

The "Commonwealth" of November 2, 1867 says, Langdon has secured the contract for building the stone school house, and is already at work. The structure will be of sandstone 23 x 30 ft. It is being built on block number 27, opposite and south of University square, facing south. It is to be ready for occupancy by the 25th of this month."

In the same paper occurs this notice:

"We wish all our friends to bear in mind that there is to be a grand festival at the F.W. Church on Thursday, December 19, 1867 for the purpose of raising funds to help pay off the debt of the Schoolhouse. Bring in your turkeys, chickens, puddings, pies, and let us have a good time".

The next issue on Saturday, December 14, 1867 has this notice:

A Grand Supper

"There will be a grand supper given at the F.W. Church on Thursday evening, December 19, 1867. The object of which is to raise a fund to aid in the completion of the schoolhouse. Let the citizens give liberally for it is in fact given to the children.

Committee of Arrangements:

L. Langdon
John Montisth
John Cadron
J.M. McKesson
Mrs. A. A. Carter

Mrs. A. Carter Mrs. Mary Gay
S.B. Geley C.C. Cook
Martin Pflug Mrs. M. Langdon
Am. Abbott Mrs. W.T. Donovan
Mrs. H.S. Jennings

"General invitation extended to all. Admission (including supper) \$1.00."

On Christmas day of the same year, another

dinner was given by the citizens to raise money to furnish the new school house. The students were about 100 and indicated a very high level of interest and devotion to the cause of education among the people.

"Yes it will now be. . . . begun of Lincoln trust
the first primary school here.

Dr. Paul Alekto and the Honda brothers, teachers in the University of Michigan, who were started in their scientific careers here by the same man, now go. R. V. Wilson of Lincoln.

in 1899-1900, the Commonwealth prints:

"Tactical voice"

The District School in Lincoln, will continue on until, January 30, to continue there in school.

"The fuel will be furnished out of the general fund. In paying out the money add with it, without to keep a full assortment of school books on hand."

John Ambrose, Under Secretary
Martin Gump, Director
Wilson Johnson, Treasurer.

School was continued in the winter of 1902-'03
 Alt. Prof. James H. Laidlaw. The classroom with a S.

¹¹ OCLC is not a member of the subject group.

the following spring the question of bonding the district for \$50,000 of 10% bonds, to build a high school building began to be discussed.

The third school was held in a store building on the north side of O Sts. between 11th and 12th Sts.

On August 18, 1870, the following letter and answer appeared in the Journal:

OUR PUBLIC SCHOOLS

"Are our public schools in session? Are they properly supplied with teachers? Are the rooms comfortably and well seated? Is the necessary apparatus furnished? Are all the children that ought to be in school in attendance? Are the most approved methods of discipline and instruction being pursued? Are our schools keeping pace with our progress in other things? "Who knows?"

Citizen."

The Superintendent Answers:

Superintendent "Our public schools are in session. They
Answers.

lack one teacher -- expected soon. The rooms are not all as comfortably seated as they should be. The necessary apparatus is not fully supplied. We lack in many things. Comparatively few of the children are in attendance, because the people have been notified. The best methods

of discipline and instruction are being pursued and if the wisdom and judicious management of our School Board will give us fair encouragement, we **will** guarantee the schools will be brought up and keep in pace with the advancement of our city in other things. Call and see us.

J.A. McClure,
Superintendent."

On September 9, 1870, the County Superintendent, A.M. Ghost, makes the following explanation:

"In the belief that a greater knowledge in regard to our city schools would inspire greater interest therein, the following statement is made:

"The school board have adopted and placed in the hands of every teacher and family, rules and regulations for the government of the public schools. The principal object is to secure punctuality, proper diligence and deportment on the part of teachers and pupils.

"A classical course of study has also been adopted consisting of a primary, a secondary, and a high school, with proper grades in each. The introduction of these regulations and this course of study is now new experiment. They have been in successful operation in some of the best schools in eastern states. Some difficulty will be encountered in the classification of the pupils and in the inauguration of these

regulations but these must be submitted to, if we would have our schools what they ought to become.

"As to the text books used, the board I believe have adopted those defined by the state superintendent. These, however, in one or two cases could not be obtained. Frenche's Mental Arithmetic is not yet from the press. Green's Analysism Cutter's Physiology and Quackenboss' Rhetoric were found in the schools, and in the bookstores, and for the present are retained. I think it would have been better, however, in the printed course of study, to have named instead of these, the books corresponding to them in the list recommended. Mr. McClure, superintendent of the city schools is an old and experienced teacher, having taught eleven years in Maryland, Illinois and Ohio. He has been employed and had charge of some of the best schools in those states.

Teachers
in 1870.

"Miss Rockwood, principal of the secondary

school is a graduate of the Rockford Female Seminary. She comes to us with the best of recommendation, and with a six years experience in the schools of Illinois.

"Miss Sutton, principal of the primary school is a graduate of Xenia College, Ohio, has taught six years in the schools of that state, and like the others, has prepared her self specially with a view of making teaching her

profession.

"The members of the school board deserve great credit for their zeal in furnishing the rooms, in employing the best teaching talent, in building up the public schools. The office of directors is one that requires much time and attention and is entirely gratuitous. The board have been defective however, in common with all our citizens, in not visiting the schools. Other interests (be they rearing of horses or cattle) are given our personal attention, but this one we entrust entirely to others. This is acting the part neither of wisdom nor of prudence. Parents, visit your schools--See for your selves how your children are being instructed, your schools conducted and the public moneys expended,--Let each parent spend an hour or two in the schools each week, or even each month, and my work for it, it will be pleasant for you and profitable to teacher, patron and pupil.

A.M. Ghost,
County Superintendent."

On November 14, 1870, the Journal reads:

"The school board met on Saturday night and Transacted a large amount of business. The following changes Teachers were made: Miss Anna Sutton was promoted from in 1870.
the primary to the intermediate department and

and takes charge of the school in the stone church; Miss E. Rockwood is to be principal of the 10th St., school and Miss L.H. Waines will assist her. A new teacher is to be procured to take charge of the primary department."

At that time the following salaries were paid to teachers in the public schools. It will be noted that much better salaries were paid in 1870 than at the present time. Principal of the highest grade \$840. Assistant in same, \$600. Intermediate \$720 and primary \$600. The teachers were all women.

State Journal. -- "The School Meeting."

April 4, 1871.

\$50,000 in bonds voted.

"The meeting for the election of four members to the school board and to transact other business connected with the school drew out a crowded house, which was a great contrast to the meeting one year ago when there were only ten persons present. Judge Pound, president of the board, stated that there were 713 school children reported this year, against 412 last year, giving an increase of 301 over last year. The expenditures last year were for incidentals \$1,924.55, paid the teachers \$2,012.50, making a total of \$3,937.05 expended during the year. On second ballot Rev. John Lamb and W.T. Donovan were elected trustees for two year term. R. S. J. Tuttle was elected for two years term. A motion was made and carried that they authorize \$50,000 in bonds to be issued for building of a schoolhouse."

Editorial in Journal, April 10, 1871.

"As this (Monday) evening is the time set for the adjourned meeting of the electors in this school district, we call attention to the great importance of the question to be decided. The \$50,000 bonds have been voted, and now must be settled in what shape this handsome amount it to be expended.

"Two methods are proposed: one is to erect with this money a central union schoolhouse, with ample room and convenience, for a graded school of the first class. The other is to divide the money between the different wards, and erect buildings for a graded school in each ward. We consider the first proposition in all respects, superior in its merits to the second. The plea that a building centrally situated is too remote to some parts of the district, is not a sound one. It will not hurt any healthy child of a dozen years, to walk half or three quarters of a mile to school. Most of us adults walked further in our youth to the country district school and broke our own road after each snow storm and were healthier and harder for the stirring of our young blood by this exercise.

"The children of Lincoln are not so physically degenerate, that they cannot get to a school located anywhere near the center of the town, without endangering their health or wearing out their youthful energies.

"Then the attempt to have three or more graded schools in our town, will be of necessity a failure for years to come. A graded school must, in order to be efficient, have five to eight classes. It is just as feasible to have 60 scholars in each class, as to have 10. This central building will accommodate every scholar in this city, sufficiently advanced to leave the primary department, for years to come.

"From 300 to 500 students can then be accommodated with no more cost, and taught by the same number of teachers, that a good graded school will require in a single ward. In fact, the attempt to distribute our scholars and teachers and building resources through three wards, will effectually defeat the main object of the appropriation. We shall have no graded school but simply a weak edition of the country district schools, where all are herded together and no classification worthy of name is attainable.

"These scholars are the only ones that would be discommoded by a walk of half a mile to a mile. From the primary classes, let the student in due time be advanced to the lowest class in the central school, and then with the incentive held out by generous competition for advancement and with the higher grade of teachers within reach of our resources, that will be attainable by this centralization, the child will have all the benefits secured by the best system of eastern cities, and may come out fitted for entrance to the University, if not disposed to go further in the course of study, will be prepared with a good sound English education for the business walks of life.

"We trust that this course will be approved of by the meeting tonight."

At a school meeting held April 10, 1871, the matter of building a central High School building or three ward buildings was thoroughly discussed by citizens who advocated first one plan and then the other. The proposition to build a \$50,000 High School building was finally adopted. It was finally voted that the board should take the \$8,000 then on hand together with the amount received from the stone schoolhouse when sold and use it in building of the ward schoolhouses needed.

In the August 9, 1871 issue of the Journal, County Superintendent A.M. Ghost has a lengthy article asking citizens' of Lincoln to entertain members of the State Association which met in Lincoln, August 15 to 17 inclusive. At the annual meeting held

April 1, 1872, J.M. Jamison and C.J. Tuttle were elected trustees. Treasurer John Lamb reported the finances of the

District:	Total receipts.....	\$18,943.96
Finances of District	Total yet due.	4,256.50
	Expenditures.....	\$10,120.13
	Balance in treasury.....	8,823.83

It was voted to assess tax of five mills to pay interest on school bonds. Four mills were voted for teachers' salaries and one mill for incidentals. It was voted to pay director and treasurer at the rate of \$3.00 per day for the time actually employed in the business of the

district, the amount to be determined by the Board of Trustees.

The number of children in district eligible to
 Number of school privileges between the ages of five and
 children in district: eighty-one was reported to be 989.

On September 9, 1871, the Board authorized "Miller
 Lamb" to answer the Citizen's Bank of Sidney, Ohio, that they
 could have \$20,000 in bonds at 90¢ on the dollar.

The same meeting records that Mr. Lamb was
 appointed, "To procure a strip of land for shade trees,
 and to save the building from prairie fires.
 Shade trees for High School. Some of these trees are now beautiful shade trees
 around the High School block and it would be rather
 difficult for a prairie fire to get at the High
 School. Mr. Palmer also records that the Board purchased a
 Webster's Unabridged Dictionary and Lippincott's "Gazette".

On December 25, 1871, the Board adopted plans
 and specifications for the new schoolhouse offered
 by Roberts and Wolinger, at a cost of \$15,000, the
 architects to superintend the work. In February, 1872, the Board
 decided to advertise for bids on the construction of the High
 school building to be completed by September 1, 1872. On March
 11, the bid of Moore and

Krohn for doing all the brick, stone, iron and masonry work on the house was accepted. Also Mr. Parcell's bid to do the carpenter work for \$13,000 was approved. The stone, brick work, etc. were to cost \$30,760 or the building finished \$43,760. On June 11, 1872, J.W. Cassell was employed as superintendent at a salary of \$14000 per year.

A corps of ten teachers served with him at the "stone schoolhouse", the stone church at the northwest corner of 12 and K Sts., the "South Schoolhouse", and the new High School building during 1872-'73.

Teachers' Salaries. Teachers salaries must have been reduced in the early 70's as in 1871 the teachers salaries were raised from \$50 to \$60 per month.

Miss Rockwood was the Superintendent's Assistant at \$65 per month. Miss Rockwood was made principal of the High School.

The Journal of August 26, 1872, reads:

"The fall term of the schools of District No. 1, Lancaster County will begin Monday, September 2, 1872.

Parents and scholars of the district give particular attention to the following directions for the assembling and classification of scholars:

"First--At the first ringing of the University bell all scholars of the primary grade, viz. those who have never yet attended school, and those who will read in the first and second readers and begin the study of mental arithmetic, will meet at the stone schoolhouse at the corner of 11 and G Sts.

"Those who will read in the third reader and have already studied mental arithmetic two of three terms, and wish to begin the study of elementary geography will meet at the building on 12 St. known by the name of the "White Schoolhouse". All scholars prepared to enter schools of a higher grade than those above mentioned will meet at the building on O St. between 11 and 12 Sts., High School in the front room, second floor; Grammar school room on the first floor, in the front room. Secondary (A class) back room, first floor. The text books to be used in the school will be found in the city book stores. Those who are uncertain as to the kinds of books needed will do well to postpone the purchasing of books until the scholars have been properly graded on Monday morning.

"It is of special importance that all scholars should be present at the opening of the term, and parents will confer a favor upon the board of directors, superintendent, and teachers, and will aid much in establishing good order and discipline in the several schools, by seeing to it that their children report at the proper schoolhouses, at the time appointed for opening and organizing the several schools."

J.W. Cassell, Supt.
A.L. Palmer, Director

The Journal of September 6, 1872, says:

"The fall term of school district No. 1, began Monday, September 2, and during the week there have been enrolled about 275 names in the several schools, not more than half the names yet to be enrolled.

"The schools have been graded in such a manner as in the several schools together with the houses in which the schools convene. Primary schools are in the stone schoolhouse and new white schoolhouse 11th and Q Sts. The following is taught: B Class - Well's word method; A class, second reader, first speller, mental arithmetic, Secondary grades -- Classes C and B in the old white schoolhouse, 10th St. and the stone church, K St. In these schools are taught the following branches: C class--third reader, first speller, Stoddard Mental Arithmetic, copy book No. 1; B class, third reader finished, second speller, stoddard Arithmetic, Elementary geography, copy book No. 3. Secondary grade. -- A class -- in back room, first floor, building on O St., north side between 11th and 12th. In this school the following studies are pursued: A class -- fifth reader finished, second speller, combination arithmetic, Elementary geography continues, copy book No. 4.

Grammar Book 1 -- Classes 2 and 3 in front room, first floor, Court Building. Courses of study--Class 2--sixth reader, complete arithmetic, complete common school geography, English grammar, copy book No. 5. Class 3--reading, complete arithmetic, common school geography, English grammar completed, copy book No. 5.

"All scholars who can by the above synopsis, determine their places and do so; those who are doubtful as to their position will report to the superintendent, at his office in the school building on Court. Office hours from 8 to 10 o'clock A.M."

"All scholars living in the neighborhood of the South Lincoln schoolhouse may report to the teacher of that school. This school will be continued as a mixed school."

"Let all the parents of the children see to it that their children find their places in the schools as early in the term as possible. The classes are all organized and scholars who are late entering school are liable to lose their standing in their proper grade. It is the desire of the Board of trustees, superintendent and teachers to make the public schools of Lincoln second to none in the country. Let the people do all they can to assist in accomplishing this desire."

J.W. Cassell,
Superintendent

On January 9, 1873, arrangements were made by the board to occupy the new schoolhouse and abandon the old low high school building. From this time the real prosperity of the school dated. New maps and charts were ordered. The German language was ordered taught in the new building. The school had a bell and a janitor and roof. Salary was supplied to teach music at \$100 per year. Strict rules and regulations regarding attendance and tardiness of pupils were made by the board and superintendent.

On October 16, 1873, the superintendent
reported at endance as follows:

Attendance
in October 1873. Whole number enrolled.....628
Regular attendance.....535
Average number belonging.....510
Daily attendance.....453

In the fall of 1873, Supt. Cassell was
J. W. Cassell
elected county superintendent but continued
county superintendent. His duties as city superintendent until the
close of the school year. The pay for time
given to the county work was deducted from his salary.

Supt. Cassell in his annual report to the
state superintendent in 1873, says the following relating
to the general interest of the people in education:

"The people of Lincoln are emphatically in favor
of good schools, and readily sanction and encourage every
movement in that direction, not only by voting bonds for
the erection of buildings and the levying of taxes for
the payment of teachers' salaries, but also by heartily
endorsing the action of the board, superintendent and
teachers, in regard to efficient government of the schools.
I think there are few localities in which there is such
unity of feeling and sentiment on the subject of schools
as exists in the city of Lincoln between the patrons and

school authorities."

"The high school has two courses of three years each, an English course for those who did not intend to pursue a collegiate course of study after graduation from the high school, and a classical course, adapted to the needs of those who expected to enter the University.

"Synopsis of the courses of study in the High School.

First Year.

English

Classical

First Term.

High
School
Courses.

Arithmetic
Analysis
History

Arithmetic
History
Latin

Second Term.

Arithmetic
Analysis
History

Arithmetic
History
Latin

Third Term.

Algebra

Algebra

Physical Geography Physical Geography
History Latin

Fourth Term.

Geometry
Natural Philosophy
Rhetoric

Geometry
Latin
Greek

Second Year.

First Term.

Geometry

English Lit.

Geometry

Latin

Physiology Greek

Second Term

English Literature	Latin
Geology	Greek
Mental Philosophy	Natural Philosophy

Third Term

Chemistry	Latin
Mental Philosophy	Greek
Botany	Natural Philosophy

German. In 1873, at the beginning of the winter term, the study of the German language was introduced into all the schools in the new high school building, and all pupils from other schools, who wished to study this language, were permitted to enter the German classes. The teacher of German occupied from twenty to thirty minutes each day in each room, and conducted the recitation in a similar manner to an English recitation. The regular teacher remained in the room to maintain order while the class in German recited. The object of this German teaching was not so much for the value of the German, but because the instruction in German represented a general object of or common interest in the community.

Teaching German. Supt. Cassell says of this instruction: "Children of all classes must be educated in our public schools; and since the German and English are working side by side in our new state to advance its

interests, build up its institutions, frame its laws, it is certainly desirable that so much of the German language shall be taught in our public schools, that the future generation will grow up as a unit, and imbibe the harmonious national spirit which pervades the public schools of the United States."

School Election in 1874. A spirited school election was held in the Spring of 1874. There were nine candidates. Messrs. John Lamb and J. J. Fungen were declared elected.

By the death of Elder John Lamb the same month, the cause of Education in Lincoln, lost one of its strongest supporters. J. W. Bartley was elected to fill the vacancy caused by his death.

Corporal Punishment. In the Spring of 1874, Mr. Little worked hard to have the board prohibit corporal punishment in the schools of Lincoln but

Schools close for three days for State Teachers' Association. failed. The interest in and value of educational matters was shown by the board in June, 1874, by closing the schools for three days to enable the teachers to attend the State Teachers' convention at Nebraska City.

In June 1874, W.W.W. Jones was elected superintendent at \$1200 per year and Miss Rockwood was re-elected principal of the High school at \$65 per month.

All other teachers were paid \$50 per month except, the teacher at the Cropsey Mill school. Teachers for 1874 elected.

She was paid \$35 per month. The Cropsey Mill school was located on North 27th St., now 27th and Oak St.

In the spring of 1874, the first class of five pupils was graduated from the Lincoln High school. First High School Class. The Commencement exercises were held in the Academy of Music.

The program was as follows:

Anthem, Anna Dimock, Mr. & Mrs. Cartlige, and Jacob North
 Prayer by Rev. D.^r. Dungan
 Song by Quartet
 Greeting by Miss Emma R. Funke
 Class History, Theressa J. Graham
 Instrumental Solo, Miss Lizzie Wilson
 "Manias of the Age", S.S. English
 "Silent Forces," Theressa J. Graham
 "Golden Links in the chain of Progress",
 Emma R. Funke
 The Centruy's Alve, Flora B. Alexander
 Original Poem, "Life's Boat", Lizzie Wilson

C.M. Parker presented the diplomas and Supt.

Cassell closed with words of advice to the class. In

July 1874, the board ordered that the teaching of German in the High School be discontinued, owing to the scarcity of funds. At a board meeting, April 9, 1875, the resolution was passed. "RESOLVED -- That the board has the fullest confidence in the fidelity and

Prof. W. Jones as Superintendent. ability of Prof. Jones as superintendent and recommends him to the kindest consideration of our successors in office." During

these years, the superintendent was teaching most of the time and in May 1875, the board authorized the superintendent

Half day sessions. to hold half day sessions or make any other arrangement by which he could get

Board grants visiting days. the time to supervise the various schools of the district. The willingness of

the board to help make a teacher better in her profession is shown by action taken May 15, 1875. They voted a three days leave of absence to Mrs. M. A. Roberts, at any time to suit her convenience, to visit the schools of Brownville and also that the district pay her expenses.

The Committee of the School Board on finances reported in June 1875, that it would require \$20,000 besides the state appropriation to carry on the schools Low finances cause board to reduce school term. floating debt. The board reduced the school term to nine months to reduce expenses.

Teachers' appointed July 9, 1875.

The following teachers were appointed to positions in the public schools of the city.

Principal, High School.....	Miss Jennie McSouth
1st Grade, Grammar School.....	Miss Emma A. Powell
2nd Grade, Grammar School.....	Mrs. L.V. Park
3rd Grade, Grammar School.....	Miss M.D. Street
4th Grade, Intermediate school.....	Miss K.L. Hatch
4th Grade, Intermediate school.....	Miss L.W. Irwin
5th Grade, Secondary school.....	Miss W. Nicholson
5th Grade, Secondary school.....	Miss Mary Postater
6th Grade, Intermediate school.....	Mrs. Flora Tanner
7th Grade, Primary school.....	Mrs. M.B. Roberts
Second Ward school.....	Mrs. G. Sessions
South Lincoln school.....	Mrs. L. Lyon
Cropsey's mill school.....	Miss I. Sweet
11th St. School.....	Miss Jesse P. Parker.

W.W.F. Jones,

Superintendent and Principal.

In June of 1875, the second class consisting of seven members graduated from the High School. They

were Jessie P. Parker, Mattie M. Carlege, Ida W. McCaigie,

Second Grad- Joannie M. Tech, Lena C. Cahpin, Etta W.
uating class.

Velder and Helen A. Hadmore.

In July 1875, W.W.F. Jones was re-elected Superintendent at \$125 per month, a reduction of \$75 on the year and Jennie McSouth as principal of High School at \$65 per month. The other High School teachers were paid \$52 per month and the ward teachers \$45, except the Cropsey mill school which was \$35.

In July 1875, the Independent series of School books were adopted for use in all the schools and in August of the same year,

Swinton's spellers, Musckentos' physiology, Steele's

Philosophy and Swinton's Ancient history. Lee's and Hadley's grammar and same author's language lessons.

In the fall of 1875, there were three ward schools and the names of fifteen teachers appear on the first pay roll.

Night school
in high
school
building.

The records show that the use of a school room in the high school was granted Supt. Jones in November 1875, for a night school.

The records also show that the superintendent and school board were not loath to dismiss a teacher who was not doing efficient work. A quotation from the records reads, "and it was ordered by a vote of the Board that she do and is hereby discharged as teacher on the grounds of incompetency in the successful governing and controlling her school".

In March 1876, Supt. Jones reported to the board that certain patrons of the school were requesting one session a day only in the high school.

Half day
sessions.

It was voted by the board to allow the superintendent to dismiss the high school department in the afternoon at his discretion.

Superintendent and
teachers
made responsible
for promotions.

About this time the board turned the responsibility of promoting pupils over to the superintendent and teachers. Prior to this the board conducted the examinations and

passed in promotions.

Graduating
class.

In the spring of 1876, a class of eight
pupils, seven girls and one boy, graduated
from the high school. The graduating exer-

cises consisted of essays by the class and the following

address by A.J. Sawyer.

Address by A.J. Sawyer before the graduating class
of the Lincoln High School, 1876.

Young Ladies:-

This is indeed an interesting epoch in your history,
interesting not only to yourselves but to your many friends
who have gathered here this evening to honor the occasion.

The ancient Greeks were wont to meet at stated times
on the plains of Olympia to celebrate their national games and
to place upon the head of the victor a crown of olive branches.
The simple crown was the highest distinction that could be
conferred, and rendered illustrious not only the receiver but
his whole family and even his dwelling place.

None but such as had undergone the severest course of
athletic training could ever hope to enter the lists, and none
but the most athlete and swift could bear away the palm or
wear the name of victor.

All Greece turned out to celebrate these feats of
physical strength and the poet finds his shop of the victors
in his immortal odes.

We meet here tonight, my young friends, to honor
and encourage by our presence, achievement for more noble and
grand.

That time has gone by, when men renounced for their
brute force, drank nectar with the gods, sat high on Mount
Olympus and live in the songs of poets. That time we trust
is here, when the culture of the mind, the intellect and the
heart is not only its own reward, but is rewarded by others.
In other words, when a proper premium is placed upon culture
in the true sense of the word.

Through long years of wear, toil and patient industry, you have been struggling with the formidable enemy, Ignorance. Enlisting as privates at a tender age in the ranks of the A-B-C-derlins, with nothing but a primer for weapon, and some kind teacher for a leader, you have by meritorious service met with promotion after, promotion, until the last grade has been finished, the last promotion made, and the last victory in your old schoolroom won.

Of the many whose names were enrolled with you and who stood equal or to shoulder with you in your early classes, what are we said? Doubtless a large number, seeing that the enemy's name was legion, and that he dwelt in strongly fortified castles, displayed the white flag, and for the promise of peace and unbroken rest, deserted your ranks for those of the enemy; some are now in the rear, expecting that some tidal wave of good fortune will bear them upon its placid crest, as "on flowery beds of ease" to the classic sunnyside of Mount Carmelus; while others, leaders in that most essential element commonly called "good grit", are like Cleverly, patiently waiting for something to "turn-up" or, vally thus far, infortuning some comrades to give them a lift. Perhaps to this latter class, belong the young men, for I see not one among your number to tell of victory or defeat. However this maybe, and though many times your ranks have been decimated, we have reason to feel proud of your presence, your number, and above all, the manner in which you acquitted yourselves through out the protracted and somewhat critical examinations of the week.

During all these years of earnest toil you have been weaving garlands for a crown more honored than any laurel ever worn by victorious Greece, - more precious and beautiful placed by the hand of man upon the brow of prince or potentate. Money cannot purchase it. Pleasure can not give it to you. Silver and gold are not to be compared with it. Its price is above rubies. Time cannot destroy it. Floods cannot sweep it away. War cannot cut it. Rust cannot corrode it. It is as imperishable as eternity, and its settings are comparatively tender and the space for settings is ample enough to give you a glow as long as life lasts.

Cibbon says that every one has two educations, one which he receives from others, and one which he gives himself, - or as we might say one theoretical and one

practical.

The aim and intent of the first is not to unfold to the view of the pupil all of the treasures in the temple of wisdom, but to show him its gates and portals to give the passwords that will admit him not only to the view, but to the possession of the treasures within. Not to lead him to the great central fountain of lore to quench his thirst, but only to moisten his lips from the dripping calices. Not to gather all the pearls from the ocean of science, and strewn them at his feet, but to lead him along its shores, until he loaves the music of its roar and can catch from its hoarse whispers the secrets of its treasure caves and coils. Not to place on his brow a coronet of glory, but to give him a glimpse of the hidden recesses in the mines of experience, where thousands have toiled with the delirious drops of perspiration on their brows. Not to traverse every path in the labyrinth which the human mind has far lain out of the dressings and immortals of philosophy, logic and reason from Socrates to Lyndal, but only to open the door at the gate over which it is written, "For these are words of pleasantness, and all her paths are peace".

For the most part your education thus far belongs to this branch. Kind teachers have stood by your side, smoothed down or removed obstacles in your way, taken you by the hand where the ascent was steep and led you to the higher heights, where you caught glimpses of fairer prospects and vaster fields for conquest than had ever met your vision before. At most you have but entered the vestibule of the great temple of knowledge, learning - as we hope - in your hands the keys with which to unlock its myriad contents and take their treasures yours. Though your diplomas show you to be possessed of no mean attainments, yet you are but children standing at the great school of experience. The world will not judge you by what you are now, but from what you are yet to be. It sees you as the hero starting on the quest, - it will judge you by the laurels when the quest is done.

Resolve therefore to be not only "something good", but to be good for something. This is easier said than done. Standing here tonight on the threshold in this room are in your lives, your feet pressing the verge of the path you have been so eagerly striving to win, - surrounded by friends and cheered by their well wishes, - the buoyant spirits of youth and no lightning the untried heroism before you.

But you will find that oftentimes when the way seems unobstructed and free, a single step may find you surrounded by difficulties as unexpected and numerous as when the whistle of Roderick Dhu,

"Manned the uninhabited glen,
With full five hundred armed men:"

but before a courageous heart and a sure and steady purpose these will flee away as silent phantoms in the marches of a dream.

A firm well-principled character is not injured by temptations and trials any more than the diamond is marred by the dust with which it is polished. Character transforms difficulties into wealth, as the oyster converts the irritating grains of sand into shining pearls. Let Burke's motto, "Nitor in adversum", be yours, for they only are able to

"Pluck bright honor from the pale-faced moon,
Or dive into the bottom of the deep
Where fathom line could never touch the ground,
And drag up drowned honor by the locks,"

who shine in adversity.

There has always been a great strife between Luck and Pluck. The first receives the homage, offerings and libations of thousands, but it is Pluck alone who guarantees rewards. Luck refused Miltiades the laurel wreath - the only boon he craved - after the battle of Marathon-, and for a paltry debt sentenced him to a dungeon and to chains; Pluck has recorded his name among those who are not born to die. History teems with similar examples of this conflict. Remember Seneca, Leonidas, Gallileo, and of your own sex, Joan of Arc, Florence Nightengale, Lucretia Mott and a score of others, - a cloud of witnesses rising with the thought. Why shall not future history add to these some of your names?

The course of study given by your teachers and friends has brought you to the possibility of successes; the probability will be determined by your own self-training, and your motive power must consist in the knowledge of what you lack and the ardent desire to acquire knowledge not of books alone but of real practical life.

You have learned to read and translate in two or more languages, have you learned to read the wants of humanity,

and translate the longing for a nobler, higher life into a blissful reality?

You have learned that tables of weights and measures; and can estimate the number of pounds and ounces which you control upon the scales; have you estimated your weight in moral worth or gauged the length and breadth of your character?

Can you numerate the emotions and passions that sway the human heart and give the rules that govern?

Have you learned to trace with unerring skill the beautiful curves and angles of penmanship, can you equally well record the right, pencil the bright, blot out the false and write the true?

Have you learned to add to the joys and subtract from the sorrows of others, to multiply benevolence and divide charity?

You can conjugate the verb "to be" through its wand and oft-changing forms from "I am" to "having been"; can you state why "I am" and give the reasons for "being"; or demonstrate that the world is better for your "having been?"

You have analyzed the sunbeam and the dewdrop; have learned to scatter sunbeams and make the morning of your life sparkle with the dew drops of love and kindness?

You have studied the beauty and breathed the perfume of the rose and lily; have you marked the rare loveliness of the "Rose of Sharon", and instilled into your hearts the fragrance of the "Lily of the Valley?"

You have become acquainted with the laws of heat and light; do you recognize the laws of influence which instead of decreasing, increase as the square of the distance it travels, and that every act, like ocean waves, will taroeb and ebb until it breaks upon the shores of eternity?

Through both ancient and modern history you have followed heroes, patriots and statesmen as an interested spectator; do you realize that henceforth you are to be no longer spectators, but actors, in the great drama of life? Yes,

You are now going out on life's great tide,
 To enter a school room broad and wide,
 Not where pupils are found by the single score,
 But where millions are met with millions more.
 And so varied the classes in which they are found,
 That they range from the lowest to the topmost round.
 Yet in this school where the myriads meet,
 There is full many an honored seat,
 And the highest of these may always be won
 Not alone by the rich, but the poorest one;
 For happily here, true, honest worth
 Is esteemed more highly than pride of birth.
 There are noblest themes that the mind can try,
 And problems not solved by "x" and "y";
 There are theorems grander and more profound
 Than Euclid did ever attempt to expound;
 There are battles to fight, more important by far
 Than ever were gained by force or in war;
 There are victories many, and dear to be won
 Without booming of cannon or firing of gun;
 There is evil to conquer, and vices to shun,
 There is hatred to banish, and love to be won;
 There is error to vanquish, and truth to uphold,
 And a banner of light o'er the world to unfold.
 In short, all around you, above and below,
 There's a broad field of labor wherever you go.
 And oh, how sublime, how noble the strife,
 When worthily waged, is the battle of life.
 It is not to the swift, not yet to the strong,
 But to him who succeeds in conquering wrong,
 Shall be given a crown with jewels as bright
 As stars that emblazon the dark brow of night.
 And the Teacher who governs this school day by day,
 Is He whom suns and planets obey,
 He'll give you each lesson, He'll hear you recite,
 He'll keep you by day, and He'll guard you by night,
 He is Teacher of teachers, the truth and the way,
 The fount of all wisdom, the source of each day.
 Go forth, then and serve Him, His rules all obey,
 Confide in His wisdom and you cannot stray,
 His ways are all perfect, His prizes are sure,
 And when earth's have all perished, His ever endure.

The schools opened September 11, 1876, with thirteen teachers. The yearly term was extended two weeks. Rev. Lewis Gregory, at that time a member of the school board was appointed to address the graduating class in June 1877. The class consisted of eight girls and two boys.

During the years of 1876 and 1877 the High School

High School course was but three years but in June of 1877, it was changed to a four year course.

Sixteen teachers were hired for the year of

Rules on certification of teachers. 1877 and 1878. The salaries were slightly reduced. The board adopted the following

rules on certification of teachers:

Rule I: Every teacher is required to bring a county or state teachers' certificate of first or second grade to the secretary of the board, at least one week previous to the beginning of school.

Rule II: No application for school shall be considered, if not accompanied by a certificate or other testimonials equivalent to our county second grade.

Rule III: No money shall be paid for the services of any teacher after the expiration of the time covered by his or her certificate.

Rule IV: Absence from regular teachers' meetings will be considered sufficient reason for dismissing a teacher unless excused by the board.

English history was introduced in the High School during this year.

The two primaries were reported by the superintendent as having over eighty children in each. The board ordered

Half day sessions in primaries.	half day sessions for half of the pupils at a time.
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In June 1878, the wages of the teachers were again reduced. It was voted to pay the principal \$90, assistant principal \$45, grammar teachers \$15, intermediate teachers \$40

Teachers' wages in 1878.	Crocker \$111.50, and ward schools \$40. Eighteen teachers were hired in 1878-'79.
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Changes in books.	These changes were made in books: Monteth's elementary geography instead of Guyot's, Cooley's Elements of chemistry, Loomis' geometry, Allendorf's method of German.
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Reduction in teachers' wages.	Evidently the finances of the school district must have been low in 1879 for after cutting the teachers' wages to \$40, it was voted by the board, to notify teachers in the ward schools that no further appropriation would be made for kindling fires.
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In June 1879, six girls and one boy graduated from the High School.

In the early history of the Lincoln High School, it seemed to suffer in numbers from the competition with the preparatory course of the State

University. Supt. W. W. Jones says in his High School in compet-report to the state superintendent in 1880, tion with preparatory many pupils who expect to take a course in School of University. the University prefer to enter the preparatory classes there, rather than to finish the High School course, and many pupils have entered that class who otherwise would have taken a full High school course. As a consequence our classical classes have been reduced in numbers, and we have not been able to fully test its adaption. Would it not be wise for the state authorities to arrange a course of study which, being acceptably completed, would admit pupils to the Freshman class, subject of course, to the approval of the Regents or Faculty of the University?"

Twenty-two teachers were hired for 1879-'80 at the same salary as the previous year except Supt. Jones. He was paid \$100 per month.

In March 1880, the school board paid the railroad fares of all teachers who attended the State Association at Toward. The board paid to the State Association. In this way showed their appreciation of the value of teachers' meetings.

In June 1880, three boys and three girls graduated from the High school.

Twenty-seven teachers for 1880-'81 were elected at the same salary as previous year but at the

November meeting of the board a \$5 increase per month was voted.

At this meeting Prof. W.W.W. Jones' resignation as superintendent was accepted and S.R. Thompson was elected to the position.

Increase At a special meeting of the board, September 1, in salaries. 1881, the salaries of the principal of the ward school was fixed at \$60, of other teachers at \$50. Cropsey mill was \$35.

The enrollment on September 23, 1881 was 1315.

Schools closed on respect to memorial ceremonies of President in memory of pres- Garfield. ident

Garfield. Mr. S.B. Hohmann was engaged October 19, 1881, to teach music in not to exceed five primary rooms under the direction of the superintendent.

In November, the board ordered that Miss Gregory be employed to teach vocal music instead of Mr. Hohmann.

The following items of interest were embodied in Supt. J.M. Scott's annual report to the state superintendent in 1881-'82.

"All pupils are required to take the same course of study in the High school until the last two years--then have four courses from which to choose.

"Those desiring to prepare for college, either

in classical or scientific course, are fitted to
 Courses in High enter about any of the higher institutions of
 School in 1881. General goal each course is broad as the schools that
 prepare for entrance into Eastern colleges.

In 1881, the board erected a new four room building
 New building. In the first year, in 1882 another of the same size
 in the southwest part of the city. Together they
 cost \$20,000.

"For the accommodation of eight or nine hundred pupils
 the high school grounds were found inadequate and the "no recess"
 plan was adopted. The results have been more
 No recess. satisfactory than anticipated and we recommend it
 to other cities for an impartial trial.

"In numbers our schools are growing at the rate of
 about 300 a year. Present enrollment, 2700. 31 teachers find
 all the work they can do to give instruction to so large a
 number, and we have been compelled to have half day session in
 the primaries. The teachers in the different grades have weekly
 sections to discuss and systematize their work."

Five teachers taught in the high school in 1881
 and 1882 with Prof. S. F. Caldwell as principal. They were Miss
 Ada Irwin, Miss Sarah Jarvis, now Mrs. E. H. Wilson, Mr. G. L.
 Bluchdorn, Mr. Leverance and Miss Elsie DeGoe.

On March 15, 1882, because of lack of funds, the
 board ordered that instruction in music cease until

Music further orders. On April 3, a petition of Miss Gregory to teach music in the schools without expense to the board, was granted.

Books The following books were adopted August 28, 1882, adopted. Reed and Hellogg's grammar, Robinson's Intellectual arithmetic, Stern's Studien und Plaudereien, Petersen's Elementary grammar, Grimm's Märchen, Hauff's.

A petition of the patrons to have music taught again in the schools was granted August 28, 1882.

April 18, 1883, thirty-two teachers and eight janitors were employed at a monthly expenditure for the nine months of \$1864.67.

The increase of school population in the Lincoln district is shown by the following figures. In May 1869, there were 210 children of school age; in 1874, 1256; 2050 in 1879; 4433 in 1883; 5718 in 1888 and 11342 in 1892.

In an early history of Lincoln written by Hayes and Cox in 1885, the credit for the beginning of the rapid progress of the Lincoln School system is given Supt. Martley as this quotation shows:

"A most wonderful change has taken place in the

last ten years, and the methods of work have kept even pace with the growth in numbers. To Supt. W. L. Hartley is due

very much for the splendid condition in which they are today. Prof. Hartley is a man of

wonderful energy, great tact, thorough business methods, and liberal education, and these qualifications, to which must be added, his great love for the work, make him a man peculiarly qualified for the place he holds."

First grade. - Reading, music and drawing, number, language, writing, spelling.

Second grade. - Reading, spelling, writing, numbers, drawing and music.

Third grade. - Reading, spelling, writing, arithmetic, temperance hygiene, music, language and drawing.

Fourth grade. - Reading spelling writing, arithmetic, geography, music, language and drawing.

Fifth grade. - Reading, spelling, writing, arithmetic, geography, English language, music and drawing.

Sixth grade. - Reading, spelling, writing, arithmetic, geography, grammar, music and drawing.

Seventh grade. - Reading, spelling, writing,

arithmetic, geography, grammar, music and drawing.

Eighth grade. - Reading, spelling, writing, arithmetic, grammar, United States History and composition.

The course of study for the High School was for three years and consisted of an English course, Latin course, Classical course and German course.

Supt. Bartley's report to the state superintendent for December 1884 notes the following:

In the summer of 1883, the school buildings, on 4. St. and the one known as the Park St. were so enlarged as to double their capacity, thus adding eight school rooms to the existing number.

The modifications in the course of study were: Geography is begun in the fourth grade and completed in the seventh. Music and drawing is taught as an aid to the study of geography rather than as an end in itself. United States History is completed in the eighth grade. Graded lessons in English are introduced two years earlier in the course than formerly. The course of study for the High School has been changed from three years to four years.

In 1887, seventy-six teachers were employed in Lincoln under Supt. Bartley. The school occupies 13 buildings, 7 of which were substantial structures of brick of from 8 to 12 rooms, each, and cost from \$25,000 to \$50,000.

The High school has in five years grown
 Increase
 in High from less than 30 students to 170. Night
 School.

instructors are employed.

Chemical and physical laboratories are well
 Equip-
 ment equipped. Excellent facilities have been pro-
 for
 science vided for illustrating the study of physiology.
 teaching.

Reference libraries have been added. An important
 adjunct to the school work is the circulating
 Circulat-
 ing library. It is divided into sections to correspond
 Library.
 with grades and as many loans have been made in

eight months as 32,000.

The Savings Bank department under W.C. Humphrey,
 Savings
 Bank. Cashier of Nebraska Savings Bank has been established
 and is rapidly gaining favor.

Super. Hartley left the Lincoln schools in July
 1890, because of his personal and property interests. H.S.
 Powers was acting superintendent for one year and was followed
 by H.S. Jones, who served two years as superintendent from
 1890 to 1892.

The year of 1890-'91 closed with a crop of 112
 teachers, of whom 11 were principals, 91 regular teachers and
 10 cadets. H.S. Jones was superintendent.

Prior to this time the schools were graded to
 a course of eight classes below the High school and three
 classes in the High school. About this time,

School year

changed a change was made doubling the number of grades to sixteen before the 1900 school making sixteen. The object

of this was to introduce a greater degree of elasticity, having classes and the following general promotion or changes to take place semi-annually.

During the school years supervision of Mr. Frank Strong, who has been principal from 1892 until 1894, the schools again made real progress. Mr. Strong is a man of broad education and high ideals as is shown by his position

his teachers and his instructions:

His instruction

of Mr. Strong. "The best instruction that can be

learned in school are not to fail, not to correct,

and understand, judging, they are the lessons

of self-control and discipline.

"Children should be taught the meaning of self-control, discipline, however, that is explicit. They should be taught the self-control that has reason in it, not early in their school life they are able to correct themselves.

"In these times of commercial activity, where even where the most fundamental principles are, there is, in a vast number of cases, no other place than school where the mass of children are taught. Temperance, self-control, temperance, frugality, industry, discipline is necessary, reverence for the good, and the reverence for the suffering, respect for the rights of others, tolerance to

all, desire for higher and better knowledge and devotion to the laws of God."

Dr. Strong issued an excellent complete course of study besides a small book or pamphlet on each subject taught in the course. These books were of great benefit to the teacher in planning her work.

The high school was organized four years course and the studies embraced mathematics, physics, natural history, botany, zoology, geology, astronomy, history, political science, English, German, French, Latin, wood drawing, vocal music and recreation. There were five different courses open to pupils. Four of these contained optional studies.

The course of study written by Chas. F. P.

Taylor and adopted in December 1895, embodies the following

principles: (1) "The course has been graded to suit the child's development. (2) To properly back the child's constantly expanding mind.

Superintendent
Taylor's
course of
study.

(3) To co-ordinate branches when possible, i.e. make them helpful to the other.

(4) To avoid putting in too much of the knowledge element. The child must have time for review and practice to cultivate ability.

(5) Grades below the high school have been

given the most practical and useful course possible since large numbers of students never go higher.

(5) And at the same time an effort has been made to "let the student be in contact with influences which will induce him to go higher."

For the first time the Kindergarten work was definitely outlined in the course of study. Nature study was given a prominent place. Algebra was added to the work in mathematics for the 8th grade. Particular emphasis was laid on the proper teaching of United States history and patriotism. Twenty-one days during the school year were designated as special flag days when the flag was to be raised over every school house and appropriate exercises given by the teacher.

W.A. Stone was principal of the high school in 1892-'96 and was succeeded by Edwin A.H. Waterhouse in 1897. There were 23 teachers in the high school faculty, 12 of whom were men.

The enrollment in the high school for 1896-'97 was 809 pupils. In the grades it was 4,156 pupils for the same year and 116 grade teachers were employed.

In 1897, the quarter-centennial celebration of the founding of the Lincoln Public Schools was appropriately celebrated in the new administration building. In 1898, Lincoln employed 147

Quarter-
centennial
Celebration.

teachers.

In September 1899, Dr. C.H. Gordon became superintendent and held this position until July 1903. He revised and improved the course of study and under his efficient management the Lincoln Public Schools became second to none in the middle west.

Teachers For the first time teachers were required to
Plan make specific and detailed written plans for
books. every branch of their work in "plan" books
prepared by Dr. Gordon for this purpose.

Many teachers began studying in the University and elsewhere. During Dr. Gordon's term, teachers' salaries were raised \$15 per month and as a recognition of a teachers' efforts at advancement an extra \$2 each month was added to her salary if she had done at least three hours of University work, the year previous. Due credit was also given to travel and outside study that had for its primary object the acquisition of knowledge and culture.

The total enrollment in 1900 was 7,003 pupils, 425 more than that of the preceding year. The total enrollment of the High school was 1,015.

Dr. Gordon's Dr. Gordon made an investigation into the
investigation of cost cost per capita of education for current
per capita. expenses and his report for 1899 showed that
in Lincoln this cost was \$13.76 as compared

with an average of \$25.13 in five other cities having free text books and \$22.63 in 18 cities not supplying text books free. The cost per capita for instruction was \$14.96 in Lincoln, compared with \$16.45, the average of 24 cities of like conditions.

One of the features of Dr. Gordon's course of study was the concentration of general lessons comprising nature study, history, physiology, etc. so as to obviate the over crowded program while, at the same time, securing a clearer definition of the work. The work in history was more closely defined and unified as likewise was that in language and geography.

In the High School the range of elective work was greatly extended, though each pupil's selection had to be made under the personal direction and suggestion of the principal. The work in science was strengthened by the introduction of a thorough course in physical geography and a general laboratory course in elementary science in the first year.

A rule passed by the board placing the sole power of selecting and nominating teachers in the grades in the hands of the superintendent, the selection in the High School to be by the superintendent and principal jointly, marked as distinct advance in the administration of the schools.

Rules were passed which would raise the standard of qualifications for teachers. By these rules this

minimum of qualifications for a position as teacher in the schools was raised to the equivalent of a full four years' course in the high school and two years successful experience in public graded schools, except in case of college graduates, in which case one year's experience is accepted.

No teacher was to be employed in the high school who had not the equivalent of a college education, and one year's experience in teaching. College credits were accepted in lieu of an examination.

Mr. A. D. Sheetz was employed as supervisor of music and Mr. J. P. S. McLeigh as supervisor of drawing. In 1902 Miss Laura Webster succeeded Mr. McLeigh and in 1903 Mr. C. R. Miller followed Mr. Sheetz.

Considerable building was done in Lincoln in 1901 and 1902. A four room addition was built to the Capitol school, four rooms were added to the Thirtier, a new four room building was erected in the Randolph District and a ten room building, the McKinley, was built on the high school grounds.

In 1903 and 1904, a six room building was

built at 9th and 10th sts. and called the Hayward, and a two room building was put up at East 11th st. In 1903 a four room addition was built to both the Elliott and Wittier.

Manual training and domestic science. An important step taken by the board of education in 1902 was the adoption of manual training including cooking as an essential feature of the work of the schools.

The work is being introduced gradually as funds are available.

In 1906, three buildings have been equipped with shops and kitchens and the children of six districts take the manual training work.

School Index. A school paper, called the "School Index" was published free and regularly by Mr. Gordon and the principal and distributed in the schools. The paper was designed for the discussion of school questions of local importance and as a means of communication between the schools and the patrons. The publication of the "School Index" was discontinued when Mr. Gordon left Lincoln.

In 1903, Mr. Gordon was called to the chair of geology in the Washington University and Mr. C. B. Stephens, one of the most prominent of Nebraska's school men, took his place. He is a graduate of the University of Nebraska. No radical changes were made by Mr. Stephens

Supt. during his first year in the Lincoln schools. Stephens takes his policy was not to uproot, in order that he might plant, but to foster that which was already planted, and encourage growth and development. By this wise procedure, the schools were not crippled on the start, and soon while he was intently studying the needs and problems of the Lincoln system. The July 1906 Nebraska Leader says of Supt. Stephens, "His administration has been marked by careful, conservative planning and decision, and by active execution. Lincoln has appreciated his work and the board at a recent meeting advanced his salary to \$2,700 and elected him for three years."

In September 1906, manual training and domestic science were made possible for four of the larger schools. It is the aim of the school board to equip the other buildings

as rapidly as the school funds will permit. Miss Marie Lebler was employed as manual training supervisor and Miss Hedon as domestic science teacher.

Domestic science was also taught by the principals of the Whittier and Hancock schools without equipment. The pupils of the 8th grades were given recipes, with explanations and instructions as to the use of them, and then required to do the cooking

in their homes, bringing the actual results or records of these results, back to the class. The results were highly satisfactory both to the teachers and to the parents and pupils in their homes. This kind of domestic science teaching was continued in the Bancroft school in the 6th, 7th and 8th grades in 1906 and 1907 and the satisfactory results proved that the method was no longer an experiment.

In the Spring of 1906, Supt. Stephens issued a permanent course of study. A careful study of this course leads me to see that over emphasis is not given to any one group of studies. Supt. Stephens believes in an even

Supt. Stephens' Course of Study. all-round development for the individual. He says in all English work the aims should be to fix correct forms of speech so that their use becomes habitual; to train the child to think clearly; to express his thoughts orally or in writing with ease and correctness; and to cultivate his taste.

Reading. The aims in teaching reading are: (1) to give pupils mastery over the mechanics; (2) To give them the power to get thought from the printed page, and to give this thought with ease, confidence, and power to the listener by means of oral reading; (3) To cultivate in the pupils the ability to appreciate the feeling of the selection and to read it orally so that it is evident to the listener

that they in a degree at least feel with the author; (4)

To cultivate tastes.

Again he says, "The object of the course in nature study is to bring the child into sympathy with nature, to develop his power of observation and to give him certain important facts to be remembered. This course includes the study of common animals, including birds; plants and natural phenomena.

Considerable emphasis is put upon memorizing poems as a feature of the work in literature. An important American poet has been chosen as the Grade poet for each grade. At least three poems from this poet are required to be memorized each semester. The poets and poems required to be memorized are as follows:

GRADE I

POET: Eugene Field.

Memorize:

- (Winken and blinken and nod.
- B (Rock-a-by-baby.
- (October-Melen Hunt Jackson.
- (The Horse Lullaby.
- A (The Little Boy Blue.
- (Seven Times One-Jean Ingelow.

GRADE II

Memorize:

B (The Children's Hour-Longfellow
(Jack Frost-Thaxter
(Piccola-Thaxter

A (Sweet and Low-Tennyson
(March-Thaxter
(Spring

GRADE III

POET: Carey Sisters.

Memorize:

B (Don't Give Up.
(November
(The Children-Longfellow

A (A Sermon
(An April Welcome
(The Sandpiper.

GRADE IV

POET: Longfellow

Memorize:

B (Hiawatha's Friends-Longfellow.
(The Rainy Day-Longfellow
(The Poet and the Children-Whittier

A (The Village Blacksmith-Longfellow
(The Builders-Longfellow
(Civic Creed- Mary McDowell

GRADE V

POET: Whittier

Memorize:

- B (The Huskers-Whittier.
 (Landing of the Pilgrims-Hewans.
 (Snow Bound (selected)-Whittier

 A (Paul Revere's Ride-Longfellow.
 (In School Days-Whittier.
 (Barefoot Boy-Whittier.

GRADE VI

POET: Holmes.

Memorize:

- B (The Last Leaf-Holmes.
 (Old Iron Sides.
 (About Ben Adger-Leigh Hunt.

 A (The Old Man Dreams-Holmes.
 (The Chambered Nautilus-Holmes
 (Star Spangled Banner-Key

GRADE VII

POET: Bryant.

Memorize:

- B (Death of the Flowers-Bryant.
 (To a Water Fowl-Bryant
 (Gettysburg Address-Lincoln

 A (Gladness of Nature-Bryant
 (Thanatopsis-Bryant.
 (Love of Country-Scott.

The course in history is planned to carry
 along side by side the history of the world and that of
 the United States,--the former from folklore
 History.
 and myth and ancient heroes, through Greece
 and Rome to a land and France; the latter from Indian

fable and mytholog down through discovery and colonization to the present time. History becomes a formal study in the second quarter of the 7A grade.

The course in Physiology called for instruction in personal cleanliness and parts of the body; the senses;

functions of the body; bones and muscles; Physiology.

skin and special senses; general functions of the body; circulation, respiration, food and digestion; general hygiene of the body; care of the body; nerves.

The new Walsh arithmetic is used throughout the grades. In the introduction to the course of study,

Supt. Stephens says:

Arithmetic

"Arithmetic is both a science and an art.

As a science it touches the relation and principles of numbers. As an art it emphasizes the perations with ~~hm~~ numbers. The pupil must become familiar with both the art and the science so that he may acquire both knowledge and power,--knowledge that is accurate and so systematized that it is immediately available when needed and gained by such methods that enable the pupil to attend, to perceive, to draw inferences, and to make general zations.

"The pupil should be given the opportunity of seeing, with assistance, quantities in their relations. DOING AIDS in the SEEING. by logical questioning he should be led to discover additional relations not revealed to him

through unaided seeing. The child should never be deprived of this right to discover. Those principles have the highest educative value to the pupil that he has formulated out of his own experiences and has illustrated concretely until thoroughly understood. Clear and complete oral expression should follow the discovery of the new relations and principles, after which should come neat, accurate, and concise written expression.

"Skill in column addition and waste over the multiplication tables are secured in a large measure by exercises in counting. The elementary number facts should be thoroughly fixed in memory, ready for instant use, and should have continual application in concrete problems.

"Ample opportunity should be given to make estimates by observation and to verify these by measurement. "
 "Comparisons and measurement should lead to thought rather than to over-such figure work."

One of the chief means, used by Supt. Stephens to strengthen the teachers in their work and thus strengthen the work in the schools, is the helpful and inspiring Teachers' meetings. Teachers' meeting held regularly. Special meetings. grade meetings are held four times each semester. Principals' meetings are held each two weeks. At the regular meeting of principals held January 11, 1907, the superintendent discoursed from the following outline:

Principals' Meeting with Superintendent.

January 11, 1907.

The Superintendent discussed in detail the following points.

1. Purposes of supervision.
 - a. Organization
 - b. Attending to the "housekeeping"
 - c. Unifying effort
 - d. Establish standards.
 - e. Securing results.
2. Organization.
 - a. Distribution of classes, assignment of teachers, promotions delinquent pupils.
 - b. Call attention to regulations governing promotions.
 - c. See that parents of delinquent pupils are notified.
3. "Housekeeping"
 - a. Teachers writing.
 - b. Use of scratch paper in grammar grades.
 - c. See that parents of delinquent pupils are notified.
4. Unifying effort
 - a. The Kindergarten situation.
 - b. The attitude of the teacher toward the policies of the principal; the relation of the teacher to the principal, superintendent Committee of Board, to the Board.
 - c. The attitude of the principals toward the policies of special teachers, superintendent, and the Board.
 - d. Principals should see that the instructions of superintendent and special teachers are carried out by all teachers. The principal should have a definite object in view for every visit paid to a teacher.

and attitude should always be appreciative and sympathetic.

e. Principal's relation to pupils

- (1) Should keep a close oversight over the physical conditions.
- (2) Should see to it that the moral and aesthetic training afforded is positive.
- (3) Encourage children to work, to advance to higher institutions, to fit themselves, to be somebody and to do something worthy of their noblest efforts, to do the legitimate work of the school.

f. Relations with parents.

- (1) Cultivate with parents.
- (2) Seek opportunities to meet parents.
- (3) At conferences discuss the duties of parents.
- (4) Patrons' meetings.

5. To establish standards.

- a. The ideals of the principal will inevitably be the standards of the school.
- b. Encourage teachers to visit other classes in the same school or in other schools.
- c. The effectiveness of a teacher's service must be measured in terms of the power of her children.

6. To secure results.

- a. The demand for results was never so strong as at the present time. This demand is not so much for good penmanship, accurate ciphering, as for industrious habits, eagerness to learn, civic virtues.
- b. The necessity of thoroughness.
- c. Decide what you want and get it.

The plan of week's institute which has been followed for several years past for all the Lincoln teachers just before the opening of the schools in September was changed in 1906 and the teachers voted to have instead, a course of educational lectures throughout the year. Gen. Teachers' yearly Institute changed to course.

E. Benj. Andrews gave the first lecture in November 1906 on "Education through Reading". The second lecture was given

of lectures. in December 1906, by Hon. W. J. Bryan

on "My Trip Abroad". The third in

December by Mr. Alfred Montgomery, the noted artist on

"American Art". The fourth lecture was in March by Mr.

A. E. Winship of Boston, and the fifth in April, by Dr.

David Starr Jordan, President of Leland Stanford University.

The plan found great favor with the teachers. It was voted by them a great improvement over the former institute plan.

During the school year which closed June 8, 1906, 7823 pupils were enrolled: 6606 in the elementary schools; 1217 in the high school; an increase of 350 in all the schools over the previous year. The average attendance was 5884, an increase of 104 over the Attendance.

previous year. The per cent of attendance was 94.8. The cases of tardiness were 5952, a decrease of 364 from the previous year. The superintendent made 1230 visits, during the year, an increase of 16 over the previous year. Patrons visited the schools to the number of 9011, an increase of 2978 over the previous year. The total number of teachers employed, including regular teachers, was 206. The average number of pupils per teacher in the elementary schools based upon enrollment was over 50; based upon average membership, 40. In the high school the average number of pupils per teacher based upon enrollment, was 28;

based upon average membership, 24. In January 1907, the enrollment was 7,538. The total number of teachers employed was 218.

In November of each year the "beet field children" as they are called return to Lincoln for the winter months and to attend school. These "Beet field children". people are for the most part German Russians who have worked in the beet fields during the Spring and Summer months and who move back to Lincoln to live during the winter months. They live in the north-west and southwest sections of the city. Six new school rooms are opened for them and special teachers are employed for them. Over 300 are in attendance during the Winter months. They return to the beet fields the first of May.

At a meeting of the Board of Education held Increase in Teachers' June 5, 1907, Supt. Stephens presented the Salaries. following schedule as to teachers' salaries.

It was adopted in spite of some opposition. Following is his schedule for high school teachers, that was unanimously adopted:

Except by special action of the Board, a teacher with the minimum of experience shall receive \$675 per year. The increase shall take place according to the following schedule:

One year's experience, per year.....	675
Two years' experience, per year.....	720
Three years' experience, per year.....	765
Four years' experience, per year.....	810
Five years' experience, per year.....	855
Six years' experience, per year.....	900

Elementary Teachers' Salaries.

As to principals and grade teachers, the superintendent's schedule was adopted, Members. Love and Baird voting in the negative. It is as follows:

1. Principals-The salary of principals shall be fixed according to the grade of school, as follows:

Per year.	Min.	Max.
a. Primary schools.....	720	810
b. Intermediate schools.....	765	855
c. Grammar schools.....	810	900

2. Schools shall be classified as follows:

a. Primary-having regularly no grade above the fourth Longfellow, Randolph and Carleton.

b. Intermediate-having less than eight rooms containing regularly both primary and grammar grades: Belmont, and Hayward.

c. Grammar-Fully graded schools, having eight or more rooms: Hancock, Bryant, Capitol, Clinton, Elliott, Everett, Kinlay, Park, Prescott, Whittier.

3. Grade teachers and assistants.

Per year.	Min.	Max.
a. Regular teachers.....	495	675
b. Grade assistants-		
Class (1).....	315	405
Class (2).....	405	450
c. Kindergarten assistants-		

Class (1)	315	360
Class (2)	405	450

4. When first elected to a position in the elementary schools, the salaries of teachers having experience equivalent to more than the minimum required, shall be fixed by the board on the recommendation of the committee on teachers, but in no case shall it be less than the minimum of \$495 per year or more than \$600 per year. Thereafter the advance in salary shall take place in accordance with the provisions given below in rule 5.

5. Advance in Salary.

a. Regular increase--Principals, teachers, and assistants in the elementary schools receiving less than the maximum set in their class shall receive \$45 increase per year for each additional year of service until the maximum is reached.

b. Special increase--Principals and teachers holding first and second grade certificates who have attained the maximum salary set in their class shall receive a special increase of \$45 per year, provided: (1) that they shall have taught not less than two years at the maximum salary within their class; (2) that they shall have received credit for twenty hours of university work, or the equivalent in the following subjects: Education, Literature, History, Foreign Language, Science, English.

Note--Of the twenty hours, eight hours shall be required in Education and four hours in English. The credit in English is to be based upon the teacher's ability to use correct and effective English, and to secure from the pupils results in all phases of English which are satisfactory to the supervision. The remaining hours may be taken in the subjects best calculated to meet the needs of the individual teacher.

Principals and teachers who have attained the first special increase shall receive a second special increase of \$45 per year, provided: (1) that the shall have taught not less than two years at the salary resulting from the first special increase; (2) that they shall be rated as highly efficient teachers by the supervision; (3) that the shall have received credit for fifteen hours of university work, or the equivalent in the following subjects; Education, Literature, History, Foreign Language, Science and English.

Note--Of the fifteen hours, six hours are required in Education and three hours in English. The credit in English is to be based upon the teacher's ability to use correct and effective English, and to secure from her pupils results in all phases of English which are satisfactory to the supervision. The remaining hours may be taken in the subjects best calculated to meet the needs of the individual teacher.

Special rulings.

1. All credits secured under the provisions of the existing regulations shall be applied upon the first

and second special increases. Principals and teachers who have secured credit for twenty (20) hours of university work, or the equivalent, since September, 1902, shall be given the first special increase for the school year beginning September, 1907. Principals and teachers who have not secured credit for twenty (20) hours of university work, or the equivalent, since September, 1902, shall receive the maximum salary within their class for the school year beginning September, 1907. Except as provided above in this section, no special increase shall be given until the teacher or principal has taught at the maximum salary not less than two years.

The second additional salary shall in no case be given until the teacher or principal has taught at the salary resulting from the first additional salary for at least two years.

2. Graduates of normal schools shall be given the first special increase after having taught at the maximum salary for three years without securing additional university credits. Graduates of universities shall be given the first special increase after having taught for two years at the maximum salary. University graduates upon receiving their master's degree, and having served at the first special increase for two years, shall be given the second additional increase.

Supt. Stephens wrote many letters to cities of the middle west of the size of Lincoln, for information regarding salaries of teachers. Figures were obtained from Bloomington,

Illinois; Cedar Rapids, Council Bluffs, Colorado Springs, Des Moines, Davenport, Evansville, Kansas City, Kansas; Pueblo, Springfield, Sioux City, Salt Lake City, Terre Haute and Topeka.

Average wage of grade teacher. Eight of these fourteen cities pay better salaries than Lincoln. The average wage paid to the grade teacher is \$675, in Lincoln under former schedule is \$630, under the new schedule \$675.

Average wage of high school teacher. The average wage paid to high school teachers in these fourteen cities is \$1134, in Lincoln under former schedule it was \$810, and under new schedule is \$945. It will be noted that

Lincoln still pays a much lower wage to high school teachers and principals than other cities of the same class.

Average wage of principals. The average wage paid to principals of large buildings in the fourteen cities is \$1215, in Lincoln under former schedule was \$855 and under new schedule is \$945.

Supt. Stephens compiled some figures on the salaries of other wage earners which were presented to the board.

Salaries of wage earners. He showed that carpenters earn a yearly wage of \$780, bricklayers \$1170, plumbers \$1120, painters \$700, hod carriers \$540, plasterers \$900, as against the teacher's wage of \$630.

The argument was made that most wage earners have a family to support while teachers generally do not. Supt.

Stephens gathered statistics from the Lincoln teachers which showed that 27% of the teachers help support others and 27% of their salaries is used for this purpose.

He stated that the increase in the cost of living in Lincoln in the last ten years to the teacher is 47%. The increase in salary was only 27%. 27% of the teachers'

salary is required for living and 27% is used for personal improvement as university study, etc.

Increase in
cost of
living.

A summary of reasons why the salaries should be increased as given by the superintendent is follows:

1. Increase in cost of living.
2. Increase of demands made upon teachers
 - a. Better preparation before entering profession.
 - b. Continued preparation during service.
 - c. More subjects to be taught.
3. The salary of the teacher does not compare favorably with the income of the wage-earner.
4. Salaries throughout the country are increasing and the teachers are drifting to the cities paying the higher wages.
5. Better salaries--better teachers--better schools.
6. Salaries in Lincoln are lower than the average in other cities of the same class.

7. Importance of the work. A very important feature of this new schedule of salaries and certificates is that it provides for the growth of the teacher. While a teacher is not compelled to do University work yet the incentive is held before her. Superintendent Stephens has here emphasized a sound pedagogical principle.

Another addition will be built to the Elliott addition and repairs. Elliott school and is expected to be complete by September, 1907. This addition is to cost \$6,000. The old part of this building is to have the steam plant remodeled. This will also be done during the summer of 1907 and will cost \$11,000.

It is the intention of the superintendent and board to get manual training and cooking in all the schools as soon as rooms are available.

Manual Training and Cooking in all the schools. by sending the children of the buildings where manual training and domestic cooking has not been started, to other buildings that are equipped with shops and kitchens for this

Instruction, all the children of all the schools will have this training beginning September, 1907.

Some of the pressing needs of the Lincoln schools are a new, modern well equipped high school building and a new modern well equipped ward building of twelve or fourteen rooms in the Hancock district. The building should be on a new site

removed from the noise and danger of the railroads. The

Bancroft building now in use, is the oldest in the city,

Bancroft building oldest in city. is poorly lighted and ventilated. It has narrow, dark halls, no cloak rooms, small unsanitary closets and is altogether unfit to accommodate the 400 children who

attend there. The school grounds are small and a narrow street divides the school yard from the miles of railroad tracks of the Burlington, Missouri Pacific, North Western and Union Pacific.

Noise of passing trains seriously interferes with school work. It is not surprising that the noise of the whistling, switching and passing of the 60 or 70 trains which pass over these tracks daily has a tendency not only to distract the attention of school children but that all this causes a waste of considerable nervous energy.

A large committee of Bancroft patrons met with the school board in April, 1907, and presented the needs of their district as regards a new building on a

new site. They were promised a new building on a new site within a year.

Another new building or an annex is needed at the Howard school for the West field children.

A majority of the schools need larger play grounds and more equipment for the play grounds.

Need larger more systematic gymnastic work if done in the play grounds.

schools would result in great good to the children.

In the high school principal's report to the superintendent on April 15, 1907, he gives as the most characteristic features of the present administration the following:

(1) Introduction of a more serious aim in all High School studies, causing the pupil to make part at least of his preparation of each subject under the eye of the teacher of that subject.

(2) Reduction of amount of outside-written work.

(3) Emphasis of accurate and correct expression.

(4) Decreasing the number of daily preparations required of the teachers.

(5) The course of study was being revised as to make the 9th grade more distinctive - a transitional year between the elementary grades and the secondary school proper.

(6) The athletic activities of the school have brought under the control of the school authorities and no longer have outside control or supervision of semi-professional expert.

The following year (1908) recommendations were made: The appointment of Vice-Principal and a Freshman or Dean of Girls.

APPENDIX

APPENDIX

CONTENTS

Lists of city Superintendents with terms of service

Lists of city Secretaries with terms of service

Lists of city High School principals with terms of service

Location, cost, time of building, contractors

Origin of names of all school buildings.

Names of members of all school boards of Lincoln from
1871 to 1907.

Names of all High School graduates 1874-1906.

Present teaching force 1906-1907.

Text books in use 1906-1907.

High School course of study in 1907.

List of Superintendents of the Lincoln, Nebraska Public Schools with terms of service.

J.A. McClure 1870 to 1872.
 J.W. Cassell 1872 to 1874.
 T.W.W. Jones Sept. 1874 to Jan. 1881
 S. L. Thompson Jan. 1881 to June 1881
 J.M. Scott 1881 to 1883.
 E.T. Hartley Sept. 1883 to July 1890.
 A.S. Powers, Acting Supt. June 1888 to June 1889
 H.S. Jones 1890 to 1892.
 Frank Strong 1892 to 1895.
 J.F. Saylor 1895 to 1900
 C.H. Gordon 1900 to 1904.
 W.L. Stephens 1904 to

Lists of Secretaries and terms of service:

H.S. Powers 1893 to 1894
 S.J. Kent 1891 to 1893
 L.P. Ludden 1894 to 1897
 W.A. Mackney 1897 to 1900
 A.J. Morris 1900 to

Miss Anna Sadger was made assistant to the Superintendent in 1893 and still retains that office.

High School Principals

Miss Emma Lockwood 1871 to June 1875
 Miss Jennie McSouth 1875 to 1876
 Mrs. L.V. Park 1877 to 1878
 Miss Josie Dowden 1878 to 1880
 W.Q. Bell 1880 to 1881
 T.W. Caldwell 1881 to 1882
 S.P. Barrett 1882 to 1889
 Burr Lewis 1889 to 1890
 L.L.H. Austin 1890 to 1892
 W.M. Richardson 1892 to 1894
 W.V. McDuffee 1894 to 1895
 W.A. Stone 1895 to 1897
 A.H. Waterhouse 1897 to 1902
 Dr. H.J. Lavenport 1899 to 1902
 Dr. H.K. Wolfe 1902 to Jan. 1905
 Dr. F.W. Sanders Jan. 1905 to

Location and cost of buildings, when built:

Central building or High School building. Built in 1872. Contractors Moore and Arone. Contract price \$46,135. Located at 15th and 4 sts.

Cancroft Buildings.

First part built in 1881. Contractor Daniel Graham. Contract price \$5,460. Second part built in 1883. Contractors Slack and Gallagher. Contract price. \$6,699. Located corner of 9th and T sts. Named in honor of George Cancroft, historian.

Park Building

First part built in 1882. Contractors Hobson and Campbell. Contract price \$7,621. Second part built in 1883. Contractors Grace and Kelley. Price \$5,900. Located between 7th and 8th and between F and G sts. Named because of location near city park. Third addition built by Grace and Kelley in 1893. Price \$7,338.

Capitol Building

First part built in 1885. Contractors Grace and Kelley. Contract price \$18,477. Named because located near Capitol building at 15th and G. New wing of four rooms built in 1900. Cost \$15,407.33, Campbell Brothers contractors.

Fryant Building

Built in 1886. Contractor Arthur Campbell, price \$20,000. Located on 18th and C. Named in honor of William Cullen Fryant, poet.

Everett Building

Built in 1887. Price \$24,995. Located on C and 11th sts. Contractors Grace and Kelley. Named in honor of Edward Everett.

Elliott Building

Built in 1888 Contractors Grace and Kelley. Price \$29,690. Location on 26th and C sts. Named in honor of Miss Phoebe Elliott, then a member of the school board. New wing of four rooms built in 1906. Cost \$7,944. Contractor Stephens Brothers.

IV
Prescott Building

Built in 1889. Contractors Chidester and Narras. Price \$25,990. Located corner of Cherry St and 20th. Named in honor of William A. Prescott, historian.

Clinton Building

Built in 1890-91. Contractor J.M. Anderson. Cost \$22,000. Location at 29th and Clinton. Named in honor of DeWitt Clinton, governor of New York in 1825.

Belmont Building

Built in 1889. Contractors Barnes and Anthony. Total cost \$4,000. Located in Belmont addition, north Lincoln.

First and K. Sts. or Longfellow

Present structure built in 1890. Contractors I.W. Smith. Cost \$3,400. Named in honor of the poet Longfellow.

Hayward School

Built in 1903. Contractors E.A. Stephens. Cost \$16,416.84. Named in honor of the late Senator Hayward of Nebraska.

West 4. Two room frame.

Built in 1904. Contractors George A. Wilson. Cost \$3,951.42.

McKinley Building

Built in 1902. Located 15 and N. Cost \$35,319.50. Contractor T.P. Harrison. Named in honor of William McKinley.

Administration Building

Built in 1897. Contractors Trich and Olsen. Price \$25,000. Named because the location of Board of Education and High School offices. Location 15th and N. Sts.

Whittier

In 1893 four rooms were built by Trich and Olsen. In 1901 four more rooms were added to the four already at 22nd and Vine. Cost was \$10,084.30. Four more rooms were added in 1906-'07. Contractor C.D. Campbell. Cost \$13,479.

Saratoga

Built in 1893 by Trich and Olsen. Location on
13th and Saratoga Ave. Cost \$6953.

Randolph

Built in 1901. Cost \$12,179.24. Contractors Charles
Olsen. Located 27th and Randolph.

Members of the School Boards of Lincoln from 1871 to the present:

1871-72

Philetus Peck - moderator S.J. Tuttle, A.L. Palmer, John Lamb, A.L. Pound, W.T. Donovan.

1872-73

W.T. Donovan, S.L. Palmer, John Lamb, J.M. Jamison, S.J. Tuttle, Philetus Peck.

1873-74.

W.T. Donovan, John Lamb, J.M. Jamison, S.J. Tuttle, Lasley Parker, W. Dungen.

1874-75.

H.R. Dungen, John Lamb, C.L. Parker, Messrs. Tuttle, Lasley Donovan and Jamison.

1875-76

Peren England, L.W. Billingsley, H.W. Hardy, P.A. Smith.

1876-77

L.W. Billingsley, J.H. Ames, H.W. Hardy, P.A. Smith.

1877-78

J.H. Ames, O.W. Webster, H.W. Hardy, Lewis Gregory.

1878-79

O.W. Webster, H.H. Hathaway, Lewis Gregory, C.O. Medon

1880-1881

Guy A. Brown, J.R. Webster, O.W. Webster, Lewis Gregory

1881-82

J.R. Webster, J.W. Burks, Guy A. Brown, P.S. Medon, E.A. Church, Jacob North.

1882-83

J.R. Webster, J.M. Burks, J. North, Guy A. Brown, L.B. Treeman, W.O. Fletcher.

1883-84

J.R. Webster, A.C. Ricketts, L.B. Treeman, Wr. Brugman, W.O. Fletcher, C.G. Bullock.

1884-85

A.C. Ricketts, Lewis Gregour, I.B. Treeman, Wr. Brugman, W.O. Fletcher, C.G. Bullock.

1885-86

A.C. Ricketts, C.G. Bullock, L.B. Treeman, Wr. Brugman, Lewis Gregory, W.B. Cheney.

1886-87

A.C. Ricketts, Lewis Gregory, L.B. Treeman, W.H. Chapin, H. Shaberg, W.B. Cheney.

1887-88

A.C. Ricketts, Lewis Gregory, W.Q. Dell, S.D. Cox, Miss Phebe Elliott, W.H. Chapin, P.H. Reeves, W.B. Cheney, H.H. Shaberg

1888-89

Lewis Gregory, W.H. Chapin, W.Q. Dell, Miss Phebe Elliott, P.H. Reeves, W.J. Marshall, H.H. Shaberg, J.A. Wallingford, S.D. Cox.

1889-90

J.A. Wallingford, W.W.W. Jones, W.G. Greenlee, Miss Phebe Elliott, Lewis Gregory, W.J. Marshall, O.E. Goodell, Wr. Lindly, S.D. Cox.

1890-91

S.D. Cox, C.A. Wickersham, W.W.W. Jones, J.H. Edson, W.J. Marshall, S.J. Kent, J.A. Wallingford, W.G. Greenlee, O.E. Goodell.

1891-92

W.G. Greenlee, J.S. Dales, S.J. Kent, W.A. Wickersham, J.H. Edson, Miss Phebe Elliott, Wrs. S.S. Upton, O.E. Goodell, W.W.W. Jones.

1892-93

C.A. Wickersham, J.H. Edson, L.H. Miller, elected to fill vacancy caused by resignation of Mr. Edson, H.L. Lewis, H.S. Bowers, Phoebe E. Elliott, Mrs. S.C.Q. Upton, O.W. Eaton, Lewis Gregory, E.J. Kent, H.L. Lewis.

1893-94

O.W. Eaton, Mrs. S.C.Q. Upton, H.S. Bowers, H.C. Brock, Phoebe E. Elliott, C.J. Ernst, Lawrence Fossler, Lewis Gregory, H.L. Lewis.

1894-95

C.J. Ernst, H.C. Brock, L.P. Ludden, H.S. Bowers, (H.H. Wilson elected to fill vacancy caused by resignation of Mr. Bowers) W.A. Mackney, H.L. Lewis (H.W. Field elected to fill vacancy caused by resignation of Mr. Lewis) J.C. Stire

1895-96

H.C. Brock, H.W. Field, L.P. Ludden, O.V. Eaton, C.J. Ernst, Lawrence Fossler, W.A. Mackney, C.E. Spears, J.C. Stire.

1896-97

W.A. Mackney, J.C. Stire, L.P. Ludden, H.A. Hatcock, George W. Connell, O.V. Eaton, J.W. Ferguson, H.W. Field, C.E. Spears.

1897-98

O.V. Eaton, H.A. Hatcock, W.A. Mackney, C.E. Allen, George W. Connell, H.W. Field, J.W. Ferguson, L.P. Ludden, C.E. Spears.

1898-99

H.A. Hatcock, F.E. Stein, William A. Mackney, C.E. Allen, George W. Connell, H.W. Davis, J.W. Ferguson, H.D. Greenlee, L.P. Ludden.

1900-1901

A.G. Greenlee, H.W. Davis, H.A. Adams, C.E. Allen, F.E. Stein, H.K. Turbett, H.W. Connell, L.P. Ludden, H.A. Hatcock.

1901-02

F.E. Flish, H.A. Adams, C.E. Allen, H.K. Turbett, C.E. Allen, A.G. Greenlee, W.A. Mackney, H.A. Hatcock, F.E. Flish,

H.M. Eushenell, A.M. Baird, J.E. Hill, L.P. Ludden, W.A. Selleck.

1902-03

C.S. Allen, H.K. Burkett, B.P. Jones, S.D. Atwood, A.W. Baird, A.L. Dixby, J.M. Butler, L.P. Ludden, W.A. Selleck.

1903-04

H.K. Burkett, S.D. Atwood, A.W. Baird, A.L. Dixby, J.M. Butler, W.A. Selleck.

1904-05

A.L. Dixby, S.D. Atwood, A.W. Baird, H.K. Burkett, J.M. Butler, W.A. Selleck.

1905-06

A.W. Baird, W.A. Selleck, S.D. Atwood, A.L. Dixby, H.K. Burkett, J.M. Butler.

1906-1907

W.A. Selleck, J.M. Butler, S.D. Atwood, A.W. Baird, A.L. Dixby, H.K. Burkett.

1907-

W.A. Selleck, J.M. Butler, A.W. Baird, Bone Cove, A.L. Miller, Mrs. L.L. Finnan

Jacob Oppenheimer
William C. Phillips
Lydia Hulton
Edward J. Richter
Herman Dragan

1888

Jessie E. Conner
Tillie Hope
Carrie L. Houck
Thomas J. Wyatt
Grace W. McRadden
Maude Protzman
Emma E. Smith
Louisa F. Becker
Naomi H. Weaver
Amy F. Wells
G. Frank Fisher
Mar L. Fossler
Leory C. Hardy
Ninnie L. Jackson
L. Clark Pace
Mark W. Woods
Frank W. Bailey
Edwin B. Collins
Rupert Dinges
Ada Guthrie
Clement L. Kimmner
Bessie Henderson
Paul A. Nichols
Dea L. Pearson
Josie Treeman
Sue F. Pittore
Lloyd H. Malone
Carrie C. Dennis
Ninnie L. DePue
Comer A. Edriston
Fred D. Hyde
May O Latta

1889

Cora Beach
Willard Hammond
Alice L. Kearns
Bessie A. McDill
F.F. Tucker
Frank E. Duffiel
Willia A. Wigginton
C. Della Klock
Ward A. Richardson
Thomas A. King
Harry G. Barber
John L. Barrett

Ralph E. Johnson
Charlton C. Farley
P. James Cosgrave
Wilford L. Deese
Christine Bossler
Erasmus Madison
Madison E. Welch

1890

Laura Conger
Peter E. Crapton
Clarence E. Fitter
Ella L. Garland
Hallie L. Hooper
E. May Melick
Ruby Prindel
Ed. Edgar Reynolds
Ninnie L. Gaylord
Bertha Garner
Lillie L. Wilkinson
Flora Mullock
Maude Hammond
Cora L. Henry
Fred S. Henry
Mary E. Lewis
Julia L. Hanson
Augustine G. Chapman
Blanche DeWitt
Nellie L. Liddy
Sadie A. Fortney
Chas. A. Frette
Robert S. Wiltner
Ninnie L. Melick
Master L. Shaw
Dais Little
Adella L. Armstrong

Carl A. Camp
Fred Clements
Will Cochran
Lena Deese
Anna Fowler
Mauda A. Dupuer
John Love
Laura L. Hanson
George J. Smith

1891

Susie Aulger
Jennie E. Underwood
Eva E. Polshar
Otis Weeks
Carlisle Tucker

Ben C. Mathews
John W. Cochran
Frank W. Drath
Sydney Blout
Katie C. Veith
Josephine Williams
Elizabeth Leacrest
Ellen E. Frankish
Oma M Imhoff
Helen Gregory
Florence Ginger
J.W.F. Rothchild
H. Kent Beattie
Chas. Engenow
Frank W. Woods
Claibourner L. Sader
Sydney Franklin
Chas. A. Elliott
Frank W. Woods
Anna H. Dunn
Edna Shepherd
Laura L. Taylor
Maude M. Sexton
Anna E. Lewis
Orra I Latta
Elliott Cheney
Fen S. Fowler
Joe Ireland
Susan Smith
Della Schofield
Maude Guinn
Olive T. Randolph
Marion W.C. Smith
Lida G. Holland
Helen E. Weaver

1892

Ernest Bessey
Edward A. Bessey
Sadie V. Taylor
Foster J. Jacob
Park Garoutte
Effie Royer
Mina Prey
T. Edgar Reagan
Fred C. Cooley
Arda A. Sherman
George A. Stinger
David L. Shaberg
Irene Nell Brann
Alice L. Richter
Betha L. Pinkerton
Helen C. Darwood

J. Jasper Hunt
 Clara L. Grant
 Lucy Phillips
 Ernest C. Ames
 Minnie L. Parker
 Dora M. Bartley
 Grace H. Cook
 Clara K. Smith
 E. Anita Fair
 Edith M. Fiske
 Vinnie Beach
 Lina M. Ricketts
 Alice G. Waitland
 Pearl M. Dickson
 Clara L. Smith
 Carrie J. Antill
 Irving S. Cutter
 Nellie M. Herman
 Chas. L. Gowe
 Maude Stetself
 Amy E. Wisely
 Effie M. Greenbush
 Jay L. Webster
 Fred Woodward
 Margaret C. Mortimer
 Royal O. Babcock
 Stella M. Hoyt
 Will H. Hammond
 Bessie Medges
 Mar. L. Mclell
 Grace G. Thompson
 Blanche Jones
 Lizzie M. Smith

1893

Flora Rifer
 Julian E. Field
 Minnie J. McClay
 Estelle M. Garten
 Emerald M. Jones
 Ora L. Barnes
 Marietta Parish
 Isabelle J. Button
 Clyde B. Cooper
 Venus O. Wallingford
 Delsie E. Lane
 Elizabeth A. Griffiths
 Maise E. Bates
 Fred E. Humphrey
 Francis A. Carpenter
 Albert I. Seybolt
 Mar. F. Jackson
 Mabel P. Britton

Ell. C. Pitte
 C. May Moore
 Ural V. Hedre
 Cora L. Hill
 Georgia Camp
 Amy E. Sidell
 Grace I. Huntsinger
 Bessie Turner
 Grace L. Gillespie
 Ada G. Weston
 Mattie L. Goodell
 Dorothea A. Wilson
 1896
 Clara M. Crabtree
 Mary E. Mortimer
 Chas. S. Reed
 Robert L. Ryan
 Adelia Stine
 Martha M. Walton
 Mabel R. Wallingford

1894

Nellie M. Vochrane
 Emma M. Sherwood
 Flora B. Bartley
 Stella M. Elliott
 Clara M. Watkins
 Olive M. Graham
 Bessie D. Crawford
 Isabel M. Upton
 Edith M. Parish
 Murtle A. Russell
 1897
 Edith F. Bannister
 Edith W. Bentley
 Chas. T. Hoge
 Ethel C. Cyford
 Paul Weeks
 Arthur H.F. Beckman
 Henry C. Burleigh
 Mary L. Fellows
 Paul C. Hunger
 Frank E. Lytt

1895

Annette L. Abbott
 Elta D. Oberlies
 Alden E. Henry
 Blanch E. Brown
 Lewis S. Ayon
 Ethelyn Hooper
 Julia F. Burleigh
 Minnie F. Smith
 Estella M. King
 Edna M. Charles
 Maude M. Hawley
 Anna M. Lethune
 Prentiss E. Leeder
 Margaret E. Henry
 Gertude M. Brown
 Lean L. Smith
 Jose Mine Hoyt
 Flora M. Burns
 Henry R. Tucker
 Rosa C. Kohn
 Albert Atkins Jr.
 Elizabeth Lane
 Fred Cook
 Alice Whitmore
 Clara Leese
 Frank R. Miller
 Nettie Clemons
 Emily Weeks
 Ethel M. Linton
 Bernice D. Merrill
 Hugh B. Hallet
 Anna S. Hasse
 Henrietta Hawley
 Mattie M. Hillman
 Helen Cowland
 William T. Morgan
 Lina F. Cutts
 Minta Hall
 Clara E. Morgan
 Timmie F. Rimal
 Carrie M. Ackerman
 Gertrude Longardner
 Gretchen Longardner
 Mar. G. Chambers
 Samuel D. Clinton
 Ruth M. Dobson
 Mamie Ellis
 Clara M. Fowler
 Mabel A. Bartzel
 Esther P. Mensel
 Am. M. Lasch
 Ida Lewis
 Luella Trester
 Clara R. Walton
 Maurice Parkson
 Lois Micknell
 Minnie Micknell
 Ernest B. Cook
 John Herman

Ida E. Roester
Henrietta Peters
E. Mae Roberts
Edgar A. Tullis
Emma C. Veith
Lola DeWitt
Anna Littlecock
Jennie Littlecock
Blanche Polson
Flossie E. Tyson
Marguerite I. Winger
Blanche E. Bartlett
Valene E. Bent
Lucy O. Bent.
Jessica E. Crumpton
Mabel Crumpton
Minnie E. Buile
Clarence Hyatt
Luella McLerna
Delila E. Mosher
Aree E. Keiffell
Maude E. Stamp
Morton O. Trester
Myrtle A. Bohanan

Clara E. Lemme
Luise G. Lemme
Florence McGahey
Max Meyer
Maude Miller
E. Adele Moubrey
Eva Polson
Mildred A. Parks
E. Vensen Perkins
Mabel Popoon
Anna Phelps
Hattie Pierce
Emma Pillsbury
Belle Ray
Edwin A. Robertson
Frank Ryan
Corra Schlesinger
Augusta Veltzer
Mabel Wickfoose
Edith Simms
Harry J. Snowden
Kava Taylor
Isabel Trumble
William F. Wallace
Chas. A. Woods

Thel W. Fred
Ed. C. Fletcher
Laura Hartzell
Elmer F. Hodges
Margaret Honeywell
William Koppe
Clara Helen Johnston
Napoleon Johnson
Marriett Kimes
Lulu King
Marinda E. Leist
Live Lichty
Margaret Loomis
Kenneth E. MacDonald
Jean McLennan
Theo. T. McWilliams
Clara Miller
Grace Mills
Esther Frey
John Dean Minger
Carnie Rogers
Minnie Sayer
Katherine Sears
Bernie Frances Short
Flora Belle Steiner
Nelle War Trigg
Morace Warren
Edwin E. Walton

1898

Ed Albin
S. Royal Achty
Minnie Baltzelle
Henry J. B. A. ter
Julis S. Beckmann
Clara E. Bestin
Laura E. Bentley
Helen E. Brown
Margaret Bryant
E. Blanche Copen
Lulu E. Deard
Fred Decese
Alice E. Ensign
Marie E. Faulhaber
Maude Faust
Grace E. Feteley
Roy E. Gilkeson
Alice Griffin
Mary E. Greer
Blanche Hargreaves
Edna Harpham
Lizzie E. Hauxby
Leonard Hartz
Francis Hives

1899

Mentrietta Bankson
Anna E. Bess
Margaret E. Beams
Ananda Beckman
Charles E. Biggerstaff
Alice Brich
Esther Brown
May Cassidy
Angie Eli South Carter
E. Lyle Chambers
J. Euel Chessington
Maude Chevroast
Myrtle Condon
Helen Cotton
Clara Craig
Cliff Crooks
Elizabeth Cunningham
Letia Cloreno Daniels
Mary Frances Deahn
Katherine Dennis
Ray DeFutron
Inez Ellis

1900

Louise E. Allen
Eola Mae Auld
Edith E. Badger
Jane May Barber
Mary Olds Benedict
Marion C. Bell
Fred Blair
Emily E. Bowers
Bernice Brandon
George Edward Burling
Aurea May Chessington
Nancy Elorer Cunnigh
Edith E. Craig
Frances Elizabeth Cut
Bertha Deran
Margaret Dennis
Edith Caroline Field
Anna Harmond
Clara Louise Hargreav

Vesta May Hubbard
 Lillian Edna House
 Lela Belle Hunt
 Eleanor Volier Johnson
 Peter Leroy Ludden
 Ottilie Miller
 Frank Marshall Willson
 Mabel Muir
 V. Jay Norton
 Chester Everett Parks
 Lsie Ford Piper
 Helen E. Piper
 Hennie Louise Piper
 Isaac Miller -a-mond Jr.
 C. Maciel Reynolds
 Edward J. Roth
 Jessie I. Roscow
 Franklin Dallas Wisely
 Ed. Wislury
 Claudia Applebell
 Eliza Williams
 Bernice Elvira White
 Robert Wheeler
 Eldon H. Warren
 Maude Elizabeth Williams
 Sylvia Westly
 Emma Laura Whet
 Olivia Boehmer
 Laura Geneva Bullock
 Harry E. Carson
 Jessie E. Cross
 Pertha Deenan
 Curt Griggs
 Louise Pearl Hall
 Katherine Edna Hale
 H. Ellsworth Hancock
 May Ethel Jeary
 Gertrude Kepler
 Cecelia May Loomis
 Florence Louise Loomis
 Effie C. Ride
 Rhoda McGraw
 Marrie McVicker
 Margaret Lucretia Mulder
 Joseph Pacal
 Luella Palmer
 Judson Fenworthy Post
 Carrie Ruth Reed
 Sara C. Seybolt
 Nellie G. Schlesinger
 William Stephen Stein
 E. Edna Spears

Ellen Stutacib
 John Frederick Tobin
 Margaret McClellan Williams
 Julia Constance
 Leonard W. *lansburg
 Pearl Alice Toers
 Charles Abbott Sawyer
 Lulu May Beekley
 Ray Ferguson Elliott
 Edith Pound

1901

Leulah Albright
 Ken B. Aley
 John F. Allen
 Edward Anderson
 Sigfred Anderson
 Pearl Irene Alford
 Mae Avery
 Mel A. Beebe
 Maurice A. Benedict
 Rosa Blodgett
 Isabel Bolshaw
 Holland J. Bonnell
 Nettie L. Brown
 Sarah Brown
 Gene Butcher
 Marian A. Cam
 Laura Capron
 Richard H. Clark
 Roy Cochran
 Ethel Colwell
 Norton L. Corey
 Telia E. Cornell
 Julia Dewcese
 Lulu Dols
 Helen Dolsen
 Charlotte Winslow
 Gertrude Ewing
 Eva C. Forburger
 Matilda Franstad
 Dorothy Green
 Edmund H. Hagensich
 Walter L. Hertzell
 Aldis H. Hiner
 Carl Hubbard
 Edward Hubbard
 Alice Hutsinger
 T. Andrew Hutton
 Franc Hydron
 Lulu Kemp
 Lillian Keletn

Lillian Kent
 Roy Kile
 Edna E. King
 Ernest L. Laverty
 Maggie Lewis
 Edward Loomis
 Howard L. Lorry
 Carrie L. Ludden
 Homer V. Mattin
 Herbert V. McCulloch
 Gilmour McDonald
 Nellie D. McFall
 Grace M. McLibben
 Blanche McCler
 Maude Melick
 Virginia Mercer
 J. H. Mickel
 Guy A. Moore
 Maude Moore
 Arania Otto
 Florence Parks
 Arthur L. Pearson
 Fred E. Richter
 Harry L. Rivett
 Gertrude Rowan
 Harvey M. Roys
 Grace C. Sargent
 Erwin Sawyer
 Ruth Seofield
 Sophie Schroeder
 Lucian Sheldon
 Alice Speers
 Jennie W. Spencer
 Earl P. Steley
 Herbert Stotes
 Olive Stotes
 Mary L. Tomson
 Grace Trigg
 Agatha Totton
 Juliet Vore
 Mary Barnes
 Dora A. Varrick
 Julius Well
 Florence Westcott
 C. Gila Wilcombs
 Clarence L. Winters
 Mabel Woodward
 Geo. W. Woods
 James H. Worley

1902

Lulu Florence Abbott
 Ethel M. Adams
 Cora Anderson
 Ella Anderson
 Eddie Mae Anderson
 Alace M. Angle
 Anna Leona Antine
 Jason Arter
 Evelyn C. Atwell
 Harriett Edith Cartwell
 Claude Lovina Cassler
 Caroline E. Card
 Ruth L. Bell
 Bennett, Emma Caroline
 Ma. Bothwell
 Joyce Broady
 Dorothy L. Burns
 Claude L. Cauger
 Delbert E. Clapp
 Nellie L. Clark
 Edith T. Compton
 Earl Denny
 Minnie M. DeVore
 Nina L. Dosterday
 Raymond S. Edmunds
 Claude E. Emerson
 This Everett
 Elsie Hewson Powell
 George S. Ferguson
 Clara M. Felts
 Hazel Fessler
 Kate Foster
 Archie W. Furr
 Gaylord, Edna F.
 Gordon, Fannie / Grace
 Gregg, Helen R.
 Green, Sylvester
 Greenstone, Martha
 Hargreaves, Charles Arthur
 Hargreaves, Gladys R.
 Bartley, Earl
 Bartley, Harry K.
 Hickey, James Vincent
 Hodgman, Nora Augusta
 Horn, William A.
 Hunt, F. Homer
 Huntington, Mrs. Frances
 Lutton, Harriett Lucile
 Ingles, Glen
 Irvine, Mrs. A.
 Johnson, Blanche
 Johnson, Grace

Kauffman, Myrtle
 Kennedy, Nellie M.
 Clara Lucile King
 Klein, Ethel
 Livesay, Bessie L. Ed
 Look, Christena S.
 Ludden, Nellie W.
 Maston, Arthur
 Mathewson, Charles F.
 McDaniel, Raywood
 McConnen, Donald B.
 Major, Fessie Louise
 Mickey, Bessie Amelia
 Miller, Alvah
 Miller, Emma May
 Miller, John L.

1903

Louise, Alexander
 Mae Allen
 Amanda Anderson
 William Anderson
 Emma Andra
 Alice Auld
 Robert Baird
 Alfred Beckman
 Emma Bennett
 Lorena Blassdell
 Cora Blunk
 Sara Bodely
 Edwin Bohrer
 Louise Grace
 Jessie Brown
 Ite Bryant
 Edith Burlington
 Edith Burlingim
 Harry Charlton
 William Charlton
 Ima Crow
 Arthur Melvin Danielson
 Miller, Lewis
 Myle Davis
 Emma Dennis
 Mabel Dobbs
 Vera Douglas
 Hale Drain
 Grace Eatough
 George Elmsdorf
 Flossie Erford
 Ernest
 Susie Essex
 Allen Field
 Ethel Field

Georgia Field
 Harry Flansburg
 Clarence Frankforter
 Archie Furr
 Edith Guthrie
 Clark Hagenbuch
 Josie Harbinger
 Camille Hall
 George Hartsough
 McFraw, Laura
 Edith Hill and
 Edith Hornig
 Alvina Hoppe
 Archie Hestburgh
 Minna Hudson
 John Hutton
 Lottie Jones
 Edwin Johnson
 Theodore Kieselback
 Albert Levy
 Edith Lee Linderman
 Lucile Long
 Floyd Latsch
 Harry Mellick
 Alice Miller
 Nettie Mills
 Jessie Mosher
 Joe Orcutt
 Jeanette Palmer
 Ethel Pierce
 Marguerite Pillsbury
 Margaret Richards
 Penelope Ring
 Frank Rush
 Joe Scott
 Albert Searle
 Constance Self
 Nellie Schrader
 Louise Selfell
 Helen Shock
 Harold Stainer
 Nellie Stevenson
 Minnie Swezey
 Hester Telford
 Winifred Tucker
 Ruby Turner
 Claude Vannell
 Susie Wallace
 Harry Yates
 Mary Young
 Ralph Young
 Robert L. Young

Louise, Zieger
 Walter, Lesh
 1904

Albright, Edna
 Aver, J.H.
 Axtell, Emily M.
 Bain, Florence G.
 Bardwell, Ray Noble
 Barwick, Leonard
 Bell, Paul
 Beesley, Olive L.
 Benedict, Miller
 Bigelow, Clifford George
 Blake, Carrol
 Bohrer, Grace L.
 Boswell, Harry D.
 Brandt, Martha C.
 Browne, Elizabeth J.
 Bryant, Ethel
 Burruss, Russell
 Butler, Florence
 Campbell, Georgia C.
 Campbell, Lena M.
 Case, Carrie E.
 Clark, Stella E.
 Coale, Walter B.
 Conklin, Cora E.
 Corbin, Carrie M.
 Cosner, Creighton B.
 Critchfield, Don
 Crooks, Roy B.
 Dalton, Laura Irene
 Penny, Claidth
 DeLacy, Florence
 Donovan, Loretto E.
 Easterday, Helen A.
 Emberson, Albert L.
 Ervin, Grace Louise
 Essex, Louise
 Fiske, Harold
 Fitzgerald, Helen
 Fletcher, Ray
 Friend, Gertrude P.
 Geisker, Leonard Fred.
 Graham, Blanche
 Green, Barton
 Grow, Grace
 Guthrie, Robert E.
 Glover, Maud H.
 Gould, Winnifred G.
 Haberle, John
 Hanks, Dorothe
 Hansen, Dora

Havens, Ada L.
 Herpolsheier, Robert
 Horsh, Grace
 Hyde, Robert
 Johnston, Edward
 Johnston, Martha
 Keegan, Myrtle
 Keller, Ester
 Killel, Mossie
 Larimer, Nora E.
 Larimer, Susie R.
 Laws, Helen
 Laws, Lulu M.
 McDonald, Rosmond M.
 Marquardt, Selma
 McGraw, Ada M.
 McNeel, Allen Grant
 McLaughlin, Charles
 McWilliams, Irigo T.
 Meier, George Edward
 Milles, Willard C. Jr.
 Moore, Ethel Idell
 Mulliner, Mary H.
 Munn, Ohio Nebraska
 Myers, Allen Lynn
 Naylor, Mildred I.
 Nefsky, Anna
 Newmark, Jessie A.
 Osterma, A. Leland
 Parkks, Belle
 Pearson, Anna Marie
 Post, Etta Louise
 Phillips, Frank
 Raymond, Donald
 Rainbolt, Ray
 Rauch, Mina
 Reynolds, Telfer B.
 Roberts, Edithe T.
 Rollings, Minnie M.
 Rollings, Winnie F.
 Schluter, Hugo C.
 Seamark, Olive
 Searles, Mary Anna
 Sheppard, Hazel Hope
 Sheldon, Bromley
 Slade, Clara Mansfield
 Southwick, Lola J.
 Spaidell, George Russel
 Sprague, Mary Kathryn
 Stewart, Silence Howard
 Stombaugh, Lora
 Stonecypher, Helen
 Studts, Freda

Syford, Constance
 Swezey, Emma
 Thompson, Jessie
 Thompson, Nettie
 Thorn, Della Coriane
 Thornberg, Bertha W.
 Thurnwell, Marie
 Tubman, Alice
 Tingley, John Ulmern
 Walker, Orel Alta
 Ward, Florence E.
 Westover, Olive Myrtilla
 Westgate, Vernon Vilas
 Wilke, Robert
 Woods, Lucy Truitt
 Woodworth, Mattie
 1905

Alley, Grace
 Anderson, Victoria
 Anthony, Florence
 Atwood, Clayton S.
 Bagnell, Donald T.
 Baker, Mary Leona
 Baker, Mildred
 Baker, Mary Leona
 Baker, Philip Randolph
 Barger, Vera Viola
 Bayard, E. Rachel
 Beall, Jessie
 Bell, Dwight Day
 Birkner, Alma Catherine
 Bishop, Jennie Chandler
 Bixby, Bessie M.
 Bonnell, Fay
 Bosserma, Alva T.
 Bratt, J. Howard
 Brown, Ernest E.
 Bryan, Edna
 Burkitt, Pauline Clarissa
 Buswell, Blanche B.
 Byers, Margaret
 Candy, Bert
 Carpenter, Blanche
 Clarke, Holley Lyon
 Clift, Jessie J.
 Coale, Howard Ogborn
 Compton, Alice E.
 Cook, Wauneta E.
 Crater, Esther M.
 Dann, Albert
 Davis, Edwin
 Davis, Pauline
 Davis, Searl S.

[illegible]

Mumstead, Carl Arthur
Mumstead, John Alden
Murr, Ethel
Murr, Pearle E.
Mush, Silas
Mushnell, Charlotte
Mushnell, Ora E.
Muttrey, Joe Elwood
Myerts, William
Nanine, Fayette Darlene
Nase, Geraldine
Nather, Jay
Nederdahl, Alice Marie
Nhilberg, Sara M.
Nowins, Eilda E.
One, Howard B.
onner, Myra
ook, Elizabeth H.
ort, Marguerite Eileen
avis, Sara Irene
onovan, Thomas J.
dlemen, Hazel Dell
wing, Harry Walter
arrow, Alonzo
ield, Kate
ike, Charles
ishwood, Hazel Charlotte
lansburg, Claude
lower, Lorenzo Frederic
olson, Zabbie Francis
raker, Philip
rey, Emil A.
alloway, Frances L.
antt, Aileen
arpham, James H.
arrison, Ellis Mentor
ebbard, Ralph
eggelund, Leonard R.
einer, Nell C.
iltner, Arthur H.
ogue, Mabel Clare
umpe, Alice A.
use, Harry G.
ingles, Harry C.
ackson, Edith
ohnson, Roy V.
eagy, Helen F.
eifer, Joseph W.
eller, Jessie E.
less, Anna B.
itchen, Nellie O.
Lawrence, Lora Jeanette
Lawrence, Mabel Evans
Leonard, George K.

Long, Mabelle Virginia
Long, Ruth
Luckey, Bertha Musson
Lyttton, Lola
McBride, Maud Mildred
McClure, Grace Frances
McClure, Leah May
McFall, Ruth Mae
McKinnon, Alice Rowena
McLennan, Helen Mar
McNeill, La bell G.
Malone, Mary
Mercer, Ada
Miller, Dorothy T.
Miller, Edwin Clement
Miller, Millie Lucile
Mitchell, Claude W.
Mitchell, D.C.
Moreland, Nona Pollock
Moseley, Ralph Stuart
Nelson, Raymond
Paden, Minnie Rosella
Park, Fred M.
Perin, Edna
Pettit, Ralph
Pieplow, Esther May
Pierce, Effie
Pierce, Eva
Pierce, Paul H.
Pierson, Dessa E.
Plumb, Henry R.
Polleys, Edgar Garwood
Poska, Rebecca Ruth
Pound, Harry A.
Proudfit, Percy Platner
Quackenbush, Hazel E.
Raber, Hazel Elaine
Rathbone, Samuel Harvey
Reimer, Fred
Rivett, Paul S.
Robinson, Ethel Amy
Roscow, Edith
Rothwell, Alice Marie
Rymer, Mattie A.
Safford, Jessie Frances
Schmidt, Melda
Schroeder, Emma
Shanafelt, Marjorie A.
Shoestall, Mabel R.
Shrader, Coyla B.
Sinclair, Paul Schminke
Smith, Ada A.
Smith, Hazel Wilma
Smith, Leila
Somerhalder, Henry
Spence, Ethel
Starr, Hazel Wilma
Storzenegger, Alfonzo
Tewksbury, Nina Adela
Tilton, Tessie A.
Vanderveer, Orland W.
Vanderzee, Ruth Elizabeth
Webster, Richard O.
Wockback, Agnes F.
Wells, Grace
West, Grace E.
Westerfield Samuel Z.C.
Westover, George A.
White Harry
Wilke, Lotta
Wilson, Mabel Adele
Winchester, Madge
Wohlenburg, Walter J.
Worley, Eva Blanche
Yates, Paul
Zimmer, John Todd

Teaching Force in 1906-1907

Special Supervisors

Music..... C.H. Miller
 Art..... Martha Pierce
 Domestic Science..Margaret Whedon
 Marie M. Perley
 Manual Training..Paulahaine, Assistant

Assignment of Teachers

High School
 15th and N

Frederic E. Sanders, Prin., Iva Beck, J.H. Beckman,
 Grace I Bridge, Helen Clarke, Lucy E. Clark, William Coon,
 Neil M. Cronin, Margaret Davis, Myrtle Davis, E.R. Dodge, Frances
 Duncombs, Anna E. Emerson, Jennie Fox, Ariel Gere, Viola Gray
 Lucy Green, Margaret Hall, L.H. Hein, Mary Hullhorst, Mary
 Jackson, Jessie Jury, Sophia Kieselbach, Marjorie Kingsley,
 Stealla B. Linker, Edith Long, Genevieve Marsh, Eleanor Miller,
 Louise Miller, Cur Pillsbury, Chas. W. Philpott, Olivia Pound,
 May Powell, Margie Richards, Robert D. Scott, Vesta Shively
 Mamie Short, L.G. Snyder, Irma Spafford, Annetta Sprung, Amanda
 Sundean, Harriet Towne, Mary Tremian, J.B. Whelan, W.W. Whelan,
 C.L. Woodoury, W.W. Woods, Julia M. Wert, Librarian - Anna
 Horton.

Bancroft School
 9th and T

E. Ruth Pyrtle, Prin., Emily Stewart, 7; Lura Belville,
 6; Margaret Mortimer, 5; Elizabeth Griffiths, 4; Winnie Jackson, 3;
 Isa Maclaren, 2 and 3; Roxy Kinnedy, 1 and 2; Anna Betts, 1;
 Grace Cutter, Adgt.; Francelia French, Adgt. Assistant.

Belmont School
 12th and Belmont

Clarisse McPhee, Prin. 6, 7, and 8; Mae Darling, 4 and 5;
 Eunice Gale, 2 and 3; Mae Plamer, 1 and Adgt.; Pearl Wilkinson,
 Assistant.

Bryant School
 18th and Q

Mrs. Janet McFarling, Prin.; Drusilla Lockridge, 7 and 8;
 Blanche Nowlton, 6 and 7; Emma Hoggsette, 6; Mrs. Emily Hornberger,

5; May Crichton, 4; Jessie Newmark, 3 and 4; Cora Beach, 3;
Mrs. Lida Dolson, 2; Mrs. Emma Parker, 1 and 2; Mrs. Leila
Adams, 1; Lulu Roth, Kdgt.; Florence Hiltner, Kdgt. Assistant.

Capitol School
16th and P

Anna Tibbets, Prin.; Carrie I. Haggard, 8; Mae Belville,
7 and 8; Mrs. Jessie Stiles, 6 and 7; Julia Watson, 6; Olive
McGwire, 5; Lulu Hughes, 4 and 5; Laura Haggard, 3 and 4; Bessie
Francis, 3; Julia Vineyard, 2; Cora Clary, 1; Gertrude Aitken, 1; Mrs.
Caroline Phillips, Kdgt.; Nina Easterday, Kdgt. Assistant.

Clinton School
29th and Clinton

Bertha L. Green, Prin.; Eunice Bablitt, 8 and 7; Maime
Lacy, 6 and 7; Lettie Lott, 5 and 6; Esther Paddock, 4 and 5;
Alice Finan, 4; Minnie Burk, 3; Olive King, 2; Blanche Wickey,
1 and 2; Mrs. Gertrude Fulton, 1; Mary Parsons, Kdgt.; Matilda
Gramstad, Kdgt. Assistant.

Elliott School
26th and O

Mrs. W.E. McKinnon, Prin.; Mabel Dayton, 8; Mabel Bridges,
7 and 8; Mabel Jackson, 6 and 7; Sadie Henderson, 6; Lena Merrill
5; Mrs. A.T. Bell, 5; Lena Ewart, 4; Berle Beattie, 3 and 4;
Mars Mattie Gary, 2 and 3; May Gund, 1 and 2; Eleanor Gally, 1;
Ida Johnson, Kdgt.; Bessie Lury, Kdgt. Assistant, Mary Johnson,
Minnie Kinnick.

Leverett School
11th and C

Sarah J. Hands, Prin.; Charlotte Alexander, 8; Sadie Killen,
7; Ethel Clark, 6; Ella Wittle, 5; Clara Smith, Josie Sullivan,
Nellie Felton, 4; Gertrude Morris, 3; Lina Cairi, 2; Marie Brown, 1;
Helen Piper, Kdgt.; Alice Pardue, Kdgt. Assistant.

Hayward School
9th and Z.

Mattie Allen, Prin., 4 and 5; Grace Stewart, Annetta Allott,
Kdgt.; Margaret Allen, Grade Assistant; Clara Wilson, Kdgt.
Assistant; Lorena Smith, 3 and 4; Jennie Rydberg, 2; Emma P.
Davis; Bertha Pinkerton, Florence G. Noes.

Longfellow School
1st and K

A. E. Wagner, Prin.; 3 and 4; Lulu Sumner, 2 and 3;
 Anna Vore, 1; Harriet Pierce, Kdgt.; Merle Talbot, Kdgt. Assistant
 Esther Pieplow.

McKinley School
 15th and E

Cora E. Hardy, Prin.; Abbie Boardsley, 8; Viola Heflin, 7;
 Laura Kinkaid, 6; Annie Stephenson, 5; Bessie Rawson, 4; Blanche
 Rogers, 3; Blanche Buchworth, 2; Alice Cusack, 1; Belle Purdy, Kdgt.;
 Florence Loomis, Kdgt. Assistant.

Park School
 8th and F.

Mrs. M. Byam Fleming, Prin.; Irene Byam, 7 and 8;
 Agnes Mortimer, 6 and 7; Emma Woods, 5 and 6; Mrs. Mary
 Foster, 4 and 5; Minto Hall, 4; Charlotte Hurts, 3 and 4;
 Nellie Clark, 2 and 3; Bernice Wort, 2; Lillie Mortimer, 1;
 Ruth Price, 1; Clara Weaver, Kdgt.; Margaret Junge, Kdgt.
 Assistant, Belle R. Gwinn.

Prescott School
 20th and Cherry

Seba Deuell, Prin.; Sadie Laird, 8; Alice Marr, 7; Line
 Bonam, 6; Anna Neptune, 4 and 5; Tammie Rymal, 4; Grace Tring, 3;
 Belle Corbin, 2; Mac Alderson, 1; Mattie Chesney, 1; Cora Steele, dgt.;
 Ethel Marsh, Kdgt. Assistant, Edna Mathews.

Randolph School
 26th and U

Zota Martin, Prin.; Alma Pierce, 3; Winnie Martin, 1 and 2;
 Lucy Burney, Assistant, Beulah Albright,

Saratoga School
 13th and Saratoga

May Atkins, Prin., 3 and 4; Ina Wiseley, 3;
 Mabel Erford, 1 and 2; Vinnie Beach, Kdgt.; Ethelyn Pierce,
 Kdgt, Assistant.

Whittier School
 23rd and Vine

Louise E. Jones, Prin.; Cora Botts 7 and 8; Gertrude Robey,
 6 and 7; Mrs. Sadie Auman, 5 and 6; Margaret Bracelen, 4 and 5;
 Florence Huntington, 4; Margaret Burrows, 3; Susie Hoagland, 2;
 Jessie Willis, 1 and 2; Margaret Farley, 1; Elizabeth Smith,
 Kdgt; Inez Kenagy, Kindergarten Assistant.

West A School
 A.B. Cooper, Grammar grades; Anna Hoggsette, Primary Grade

Text Books in Use 1906-1907

First Grade

BASAL READERS

Rational Primer

Rational First

SUPPLEMENTARY READERS.

Bass' Primer

Holton Primer

Sun Bonnet Primer

Blodgett First

Child Life First

Stepping Stones First

Prang's Art Text, Book 1

ARITHMETIC

Speer's Manual. Look in hands of teacher.

Second Grade

BASAL READERS

Rational Second

SUPPLEMENTARY READERS.

Child Life Second

Cyr Second

Graded Literature Second

Jones Second

Stepping Stone first and Second

In Mythland

Red Children

Prang's Art Text, Book 1.

ARITHMETIC

Hall's Arithmetic Primer.

Speer's Elementary

Book in hands of teacher.

MUSIC

Modern Music Primer

WRITING

Heath's Vertical Writing -- Book II.

Third Grade

BASAL READER

Rational Third.

SUPPLEMENTARY READERS.

Child Life Third

Cyr Third

Graded Literature Third.

Heath Third.

Jones' Third.

Stepping Stones Third.

Geography and Nature Study
 Geographical Nature Studies
 World and People -- Book I
 Through the Year.

History and Literature

Docas.
 Lolami
 Robinson Crusoe

ARITHMETIC

Walsh's New Primary

MUSIC

Modern Music--First Book

WRITING

Heath's Vertical Writing -- Book III

DRAWING

Prang's Art Text -- Book IV

Fourth Grade

BASAL READERS

Stepping Stones Third and Fourth

SUPPLEMENTARY READERS.

Child Life Fourth
 Cyr Fourth
 Heath Fourth

Geography and Nature Study

World and People -- Book II
 Seven Little Sisters
 Seaside and Dayside -- Book II

History and Literature

Stories Mother Nature Told
 Pratt's American History
 Judds Classic Myths
 Eugene Field Book (In 5th Gr. also)
 Grandfather's Stories

ARITHMETIC

Walsh's New Primary

GEOGRAPHY

Redway's Elementary

LANGUAGE

Mother Tongue -- Book L. Book in hands of teacher.

WRITING

Heath's Vertical Writing -- Book IV

MUSIC

Modern Music First Book

DRAWING

Prang's Art Text -- Book IV

Fifth Grade

BASAL READER

Stepping Stones Fourth

SUPPLEMENTARY READERS

Ealdwin Fifth

Cyr Fifth

Graded Literature Fifth

Geography and Nature Study

Sketches of the Orient

Glimpses of Europe

Stories of Industry

Our Little Neighbors

Bits of Bird Life

Friends and Helpers

History and Literature

Montgomery's Elementary History

Pilgrims and Puritans

Pioneer Life

Colonial Life

Four Great Americans

Fifty Famous Stories

Stories of the Bible

Story of Ulysses

Eugene Field Book

LANGUAGE

Mother Tongue--Book I

PHYSIOLOGY

Krohn's First Book in Hygiene

WRITING

Heath's Vertical Writing--Book V

MUSIC

Modern Music--Second Book

DRAWING

Prang's Art Text -- Book V

Sixth Grade

BASAL READER

Stepping Stones Fifth

SUPPLEMENTARY READERS

Cyr Sixth

Graded Literature Sixth

Hawthorne Fourth

Geography and Nature Study

World and People -- Book III

World and People -- Book IV

The Frozen North

Seaside and Inland -- Book III

Claws and Hoofs

Plants and Their Children

History and Literature

Montgomery's Elementary History

Ten Boys

Stories of Other Lands

Stories of Our Country

Twelve Naval Captains

Dole's Young Citizen

Songs of Hiawatha

ARITHMETIC

Walsh's New Grammar School -- Part I

GEOGRAPHY

Redsey's Advanced

LANGUAGE

Mother Tongue -- Book I

WRITING

Leath's Vertical Writing -- Book VI

MUSIC

Modern Music Second Book

DRAWING

Frang's Art Text -- Book V

Seventh Grade

RESEL READER

Stepping Stones Sixth

SUPPLEMENTARY READER

Geography and Nature Study

Seed Dispersal

Tales of Good Folk

History and Literature

Colony to Commonwealth

Conquest of the Old Northwest

American Indians

Christmas Carol

Ivanhoe

Sir Lancelot

Pilgrims Progress

Graded Literature Seventh

ARITHMETIC

Walsh's New Grammar School -- Part II

Atwood's Problem Book

Wilne's or McNeill's Mental Arithmetic

GEOGRAPHY

Redsey's Advanced

GRAMMAR

Brown and DeGarmo

HISTORY

Warren's Stories from English History, or Guerber's

Story of the English

Gordy's Fiske's or Montgomery's U.S. History.

PHYSIOLOGY

Krohn's Graded Lessons in Hygiene

MUSIC

Modern Music -- Second and Third Books

READING

Literature

Stepping Stones Seventh
 Stepping Stones High Reader
 Graded Literature Eighth
 Heart of Oak Reader
 Snowbound
 Birds and Bees
 Evangeline
 Tales of the White Hills
 Silas Marner

Expression

Cummock's Choice Readings
 Fulton and T. C. Oice Readings

History

Rescue of Cuba
 Strange Peoples
 American Citizen
 City of Seven Hills

ARITHMETIC

Walsh's New Grammar School -- Part II
 Nichols' Arithmetical Problems
 Milne's or McNeill's Mental Arithmetic

GEOGRAPHY

Davis' Elementary Commercial

Grammar

Grown and DeGarmo
 Maxwell's Writing in English

ISTORY

Gordy's, Fiske's or Montgomery's U.S. History

PHYSIOLOGY

Krohn's Graded Lessons in Hygiene

MUSIC

Modern Music -- Third Book

DRAWING

Prang's Art Text -- Book VII

Text Books Used in the High School Grades

English and Literature

Ninth B Grade

Sohrab and Rustum.....Arnold
 Selections from Bryant.....
 Birds and Bees.....Burroughs
 Ancient Mariner.....Coleridge
 Grandmother's Story and Others.....Holmes
 Alhambra.....Irving
 Evangeline.....Longfellow
 Tales of a Wayside Inn.....Longfellow
 Vision of Sir Launfal.....Lowell
 Snowbound.....Whittier

Ninth A Grade

English Grammar.....Davenport & Peterson
English Composition.....Mitchcock

Tenth B Grade

Other Tongue -- Book III.....Gardiner, Kettred & Arnold
First tests in Composition.....Peterson

Tenth A Grade

Ulysses Among the Phaeacians.....Bryant
Knight's Tale.....Chaucer
Beowulf.....Child
The Aeneid--Books I to III.....Cranch
Iliad.....Homer
Tales of a Wayside Inn.....Longfellow
The Jew of Malta.....Marlowe
Minor Poems.....Milton
Merchant of Venice.....Shakespeare
Antigone.....Sophocles
Idylls of the King.....Tennyson

Eleventh B Grade

Child Harold.....Byron
Christmas Carol.....Dickens
Cricket on the Hearth.....Dickens
Tale of Two Cities.....Dickens
Silas Marner.....Eliot
The House of the Seven Gables.....Hawthorne
Ivanhoe.....Scott
Lady of the Lake.....Scott

Eleventh A. Grade

The Sir Roger de Coverly Papers.....Addison
Conciliation with the Colonies.....Burke
Sharp Eyes.....DuRoi
Representative Poems with Carlyle's Essay..Burns
Fosses from an Old Manse.....Hawthorne
Doorstep Acquaintance and Others.....Howells
Old China.....Lamb
Gettysburg Speech.....Lincoln
Poetical Works.....Milton
Modern Painters and Other Selections.. Ruskin
As You Like it; Hamlet; Julius Caesar..Shakespeare
King Lear; Macbeth; Much Ado About Nothing..Shakespeare
Twelfth Night.....Shakespeare
The Succession of Forest Trees.....Thoreau
Junken Hill Monument Oration.....Walter

Twelfth Grade

Story of Feigfriend.....	Baldwin
Selections from Browning.....	
Prologue to Canterbury Tales.....	Chaucer
The Last of the Mohicans.....	Cooper
Plague in London.....	DeFoe
David Copperfield.....	Dickens
Translations from Old English Poetry..	
	Cook and Tinker
Romola.....	Eliot
Essays and Poems.....	Emerson
History of English Literature....	Hallock
The Marble Faun.....	Hawthorne
Democracy and Other Papers.....	Lowell
Essays.....	Macaulay
History of American Literature.....	Newcomer
The Raven and Other Poems.....	Poe
Ivanhoe.....	Scott
Faerie Queen.....	Spenser
Shorter Poems, and Selections from.....	Tennyson
Henry's Bond.....	Thackeray
Selections from Wordsworth.....	
The Southern Poets.....	Weber

L. TIM

First Year

First Latin Book.....	Moore
A First Latin Reader(Fabulae Faciles)...	Mirtland

Second Year

Grammar.....	Bennett
Caesar.....	Kelley
Prose Composition.....	D'Ooge

Third Year

Grammar.....	Hale and Luck
Virgil.....	Hettredge & Greenough
Ter. of Ovid.....	Gleason
Ovid.....	Allen & Greenough

German

First Semester

Lehrbuch der Deutschen Sprache.....	Spanhoofd
Beginning German.....	Wierlith
Grammar.....	Joynes-Weisner

Second Semester

A First German Reader (Gluck Auf).....	Miller & Wenchebach
Altes und Neues.....	Seeligman
Rosenresli.....	Spyri
Der Zerbrochene Krug.....	Sanborn

Third Semester

Immensee.....	Bernhardt
In St. Jorgen.....	Beckman
Robinson der Jungere.....	Campe

Fourth Semester

Exercises in Composition and Conversation	Wesselhoeft
Aus Danischer Zeit.....		Fossler
Das Edle Blut.....		Wildenbrunn

Fifth Semester

Minna von Barnhelm.....	Lessing
Die Jungfrau von Orleans.....	Schiller
Das Weib von der Glocke.....	Schiller

Sixth Semester

Wilhelm Tell.....	Deering
Herman und Dorothea.....	Thomas

Greek

First Greek Book.....	Gleason Arthurton
Greek Primer.....	Gleason
Grammar.....	Hadley and Allen
Anabasis.....	White and Godwin
Prose Composition.....	Color & Daniell and Pearson
Iliad.....	Seymour

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HIGH SCHOOL COURSE OF STUDY

Lincoln, Nebraska

Preliminary Notes: 1. All pupils are expected to take four studies unless especially permitted to take less, and no student may take more than five full-time studies, i.e. studies having at least four class exercises a week.

2. Every subject pursued successfully (as regards both quality and quantity of work done) for one semester entitles the pupil to one credit unless the number in parenthesis after the designation of the study indicates that but fractional credit is given for this study.

Required of All Students

Elective or Optional

I. First Year--First Semester

English I (Reading and simple oral and written composition)

Elementary Science I

General History I

Latin or

German or

Arithmetic (general) or
Penmanship and Spelling
or Commercial Arithmetic or Mathematics I

II. First Year -- Second Semester

English II (Oral and written composition and reading of literature)

Elementary Science II

General History II

Mathematics I

As above, or

English Grammar A

III. Second Year--First Semester

English III (Rhetoric and Composition)

Mathematics II

As above and also
Bookkeeping or History
(Greek or Medieval or
English) or
Botany I($\frac{1}{2}$) or
Zoology or
Physiology or
Physical Geography or
Greek

IV. Second Year--Second Semester

English IV (Outline history of literature)

Mathematics III

As above and also
Botany II($\frac{1}{2}$)

V. Third Year --First Semester

Mathematics IV

As above, except as regards History and Grammar; and also Medieval or English History, Chemistry, Physics, Stenography, and Pencil Writing ($\frac{1}{3}$)

Commercial Law
Advanced English(XXI,XXII,
XXIII,XXIV,IIVI,XXIX;
see list of English courses
Grammar B(if Grammar A
not taken)

VI. Third Year--Second Semester

Mathematics V

As above(excepting History
Med., Mod., or Roman History

VII. Fourth Year--First Semester

Same as above, and also

review Algebra

Civics

Political Economy

History of Commerce

English XXVII

Teachers Training Course

VIII. Fourth Year--Second Semester

Senior Theme

Same as above and English
XXVIII and Trigonometry

GENERAL UNIVERSITY PRELIMINARY COURSE

FIRST YEAR

I. First Semester

1. English I
2. Elementary Science I
3. General History I
4. Latin or German I

II. Second Semester

1. English II
2. Elementary Science II
3. General History II
4. Latin or German II
5. Mathematics I

SECOND YEAR

III. First Semester

1. English III
2. Mathematics II
3. Latin I⁴ or German II
4. History (Greek or English)
or Science (Botany, Zoology,
Physical Geography, Physiology
Agriculture)
or Second Foreign Language
(Greek, German or Latin) begun

IV. Second Semester

1. English IV
2. Mathematics III
3. Latin IV or German IV
4. History (Greek or
English) or
Science (Botany II
Zoology I or II,
Physical Geography,
Physiology, Agriculture)

THIRD YEAR

V. First Semester

1. Mathematics IV
2. Second Foreign Language continued
3. Latin II or German II or English XXI, XXII, XXIII, XXIV, or XXIX or History (English II, or Medieval) or Science Physics I)
4. A second one of the subjects mentioned under 3 or Civics or Grammar (B) or Commercial Branches (Com, Arithmetic, Bookkeeping, Shorthand, Type Writing, Com. Geography)

VI. Second Semester

1. Mathematics V
2. Second Foreign Language continued
3. First Foreign Language continued or Third begun or English XXI, XXII, XXIII, XXIV, XXV, XXVI, XXVII, XXIX or History (Med., Mod., Roman) or Science Physics I or II or Chemistry I)
4. A second one of the studies mentioned under 3 or Civics or Grammar (B) or Commercial Branches (as in V Semester)

FOURTH YEAR

VII. First Semester

1. Third Foreign Language continued, if begun, or Second Foreign Language continued or Third Foreign Language begun or First Foreign Language continued or History (Roman or American I) or Science (Chemistry or Physics) or English (XXVII, XXVIII, XXIX, XXVI, XXIV, XXIII, XXII, or XXI)
2. Mathematics VI or a second one of the studies named under 1.
3. Another one of the studies named under 1.
4. Another one of the studies named under 1 or Civics or Commercial Branches (as under V, or Commercial Law, History of Commerce) or Teachers' Training Class or Grammar (L)

VIII. Second Semester

INDUSTRIAL COLLEGE 1907-1908 COURSE

FIRST YEAR - Same as General University Preparatory Course

SECOND YEAR

III. First Semester

1. English III
2. Mathematics II
3. Latin II or German II or I
4. Botany I (1) or Zoology I
5. (in case Botany is taken) 1. History (English or French) may be taken or Second Foreign Language (German or Latin) or Physiology or Physical Geography or Agriculture

IV. Second Semester

1. English IV
2. Mathematics III
3. Latin IV or German IV or II or I
4. Botany II (1), if Botany taken in III, or if not, Zoology II or Physiology or Physical Geography or Agriculture or History or Geography
5. (in case Botany is taken). History (English or French) may be taken or Second Foreign Language or Typewriting I

THIRD YEAR

V. First Semester

1. Mathematics IV
2. Physics I
3. Second Foreign Language begun (or continued) or a second subject under 4 below.
4. English (XXI, XXII, XXIII, XXIV, or XXIX) or Grammar or History (English or Medieval) or First Foreign Language cont'd or Third begun or Commercial Arithmetic or Bookkeeping I or shorthand I or Typewriting I or Commercial Geography or Civics or Science (other than Chemistry) not previously taken

VI. Second Semester

1. Mathematics V
2. Physics II
3. Second Foreign Language continued or begun, or a second subject under 4 below
4. History (Med., Mod., or Roman) or English (XXI, XXII, XXIII, XXIV, XXV, XXVI, XXVII, or XXIX) or First Foreign Language cont'd or Third begun or Commercial Arithmetic or Bookkeeping or shorthand or Typewriting or Civics

BUSINESS COURSE

FIRST YEAR

I. First Semester

1. English I
2. Elementary Science
3. General History I
4. Arithmetic I (general review)
or Bookkeeping and Spelling
or German
or Latin

II. Second Semester

1. English II
2. Elementary Science II
3. General History II
4. Mathematics I
5. (elective) Commercial
Arithmetic or Bookkeeping
and Spelling
or Arithmetic I
or German or Latin

SECOND YEAR

III. First Semester

1. English II
2. Bookkeeping I
or Commercial Arithmetic
or Bookkeeping and Spelling
or Arithmetic I
3. English History (1)
History (2)
or English History
or Russian History
or Zoology
4. Mathematics II
or German or Latin
or Physical Geography
or Zoology
or French (1)
or one of subjects named under 2
above.

IV. Second Semester

1. English IV
2. Bookkeeping and
Business Practice
or Bookkeeping I
or Commercial Arith.
or Bookkeeping and
Spelling
or Arithmetic I
3. English History (3)
History (4)
or Zoology
or English History (5)
or Russian History
4. Mathematics III
or as under 4 of III
Semester

THIRD YEAR

V. First Semester

1. Bookkeeping I
2. Advanced Business Practice and
Bookkeeping (Avg III)
or Bookkeeping II
or Bookkeeping I
3. Commercial Geog. or a subject
mentioned under 2 above
5. (elective) Advanced English
XVII, XVIII, XIX, XX, XXI

VI. Second Semester

1. Bookkeeping II
2. Typewriting II (1/3)
3. History of Commerce
or Commercial Geog.
or Subject mentioned
under 2 above
4. Physics
or Mathematics IV
or Advanced English as
above and also English
XIV, XVI, XVII, XVIII,
or Adv. Geog. or Russian
History

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